

# FAMILY NETWORK FOR DEAF CHILDREN



December 1, 2001

No. 01-03

## FNDC UPDATE

We APOLOGIZE for such a late newsletter!!!!

This should be a "Happy Autumn" greeting - instead, we are so late with the newsletter, its almost Christmas. Can you believe it?

If you see things upcoming events in the newsletter and the date is fast approaching, we still decided to put them in. WHY? Well, many of the advertisements have gone out via email/or through other programs, but we just wanted to remind people. Also, sometimes it gives another community a great idea. For example, if one group in Prince George noticed that Kelowna has an event, they might consider

setting up the same kind of thing at another time.

Wow! What a busy time for FNDC (as you will see from the workshops, literacy video and youth programs etc. in this newsletter). Those are all very exciting projects.

### Captioning in Movie Theatres

Recently, we read that that Ontario has a few movie theatres with Rear Window Closed Captioning so deaf and hard of hearing consumers may enjoy having access to the movie dialogue.

This past Spring, the FNDC Board of Directors really wanted FNDC to focus on supporting theatres in their endeavour to secure these type of systems here in B.C. We sent out approximately 40 letters to various agencies/organizations in the film industry explaining why captioning is important for deaf and hard of hearing consumers and our hope that they would consider setting up the system in British Columbia.

We are thrilled to hear that Ontario has access to Rear Window Closed Captioning. Congrats!!!! Let's hope that captioning in B.C. Theatres is just around the corner. (Please see the announcement about the Rear Window Closed Captioning system on page 9 of this newsletter).

### Sign Language Videos

One of the current projects that we are working on is the three Sign Language videotapes that will be ready for release by the end of March. The three tapes focus on:

1. ESL families (families who do not speak in English in their home). This video does not use spoken English or formalized sign language - instead the video utilizes

**FNDC UPDATE cont'd ...**

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role-play scenarios and gesturing in order to model communication strategies that cross the "English language" barrier with families. This videotape will also include a workbook.

2. Teens - This video focuses on showing how deaf, hard of hearing and hearing teens are all the same - they are TEENS!! Deaf and Hard of Hearing teenagers themselves will be the "teachers" of sign language on this video. This video tape is designed for older hearing siblings/family members and the communities that support them (ie. a deaf or hard of hearing youth may want to lend it to a friend on their soccer team). As we get many requests from hard of hearing teens wanting to learn ASL, this will also be a great tape for them.

3. Beginner ASL - this video tape is taught primarily by a hearing person who will explain about sign language and the grammar of ASL. This tape includes clips of Deaf signers, and will give the viewer the opportunity to stop the tape and practice. This tape will be a great foundation to understanding how to make your signing make "visual sense".

All three videos will be **OPEN-CAPTIONED**.

NOTE: These tapes will be ready in March, so make sure you are on FNDC's mailing for upcoming announcements!

#### Changes, Changes, Changes!!!!

FNDC welcomes Karen Jackson to the Board. Karen and her husband have a nine year old deaf foster son, and a one year old hearing daughter. Karen is Deaf and works as a pre-school teacher with deaf and hard of hearing children. We welcome her experience and great attitude.

Sylvia Walterhouse leaves FNDC after doing an amazing job of overseeing Deaf Youth Today over the Spring and Summer. Sylvia has gone "above and beyond" the call of duty in FNDC volunteer work, and we are very appreciative of all the years of hard work she gave to FNDC.

We also want to thank Bonnie Sloan-Goyette who has been the "webgirl" for the Deaf Youth Today website. Bonnie has done an awesome job of working on the website and making the site very professional, yet funky. Her work and devotion to the site has been amazing. Bonnie spent countless hours on the website and we thank her for all her hard work!!! Bonnie and her family are moving to Ontario and we wish them all the best.

## ***WE HAVE DECIDED TO MAKE A CHANGE WITH OUR WEBSITE, AND NOW HAVE A NEW WEBSITE: WWW.FNDC.CA***

This website will include all our parent/professional workshops, videos etc., as well as advertising Deaf Youth Today Programs/events. Please give us until around January 1st, to be up and running with the new website.

#### Onto the next topic - Potential Government Cuts ....

Well, I think we are all very aware of pending cuts within the Province of B.C. FNDC has been involved in many meetings and writing letters regarding some of the potential cuts.

FNDC recently wrote a submission to the Ministry of Children and Family Development (MCFD) for their Core Review and we focused on the ages 5 -18 group. The submission that we wrote focused on MCFD services and didn't necessarily focus on issues pertaining to the Ministry of Health, Ministry of Education or Ministry of Skills Development & Labour. We focused mainly on the services that MCFD provides within the age range that FNDC has targeted.

To give you a bit of background ... When FNDC was formed, we decided to focus on ages 5 - 18, as it was this age bracket that literally fell into a "blackhole" for family support and services. Of course, we welcome parents of young deaf and hard of hearing children, but if we targeted services to this age group, we would be duplicating services which already exist - therefore we defined ourselves as the ages "5 - 18 group". With that said, we still always welcome parents with young deaf children to join our organization and benefit from our resources.

By focusing on the ages 5 - 18 group, we never wanted to give the impression that Early Intervention isn't as important as Ongoing Intervention. FNDC would NEVER want to take away any money from the 0 - 5 group in order to receive money for the 5 - 18 group. At the same time, we also don't want to take money away from Residential students, from educational programs or from programs supporting Deaf adults in counseling, job training programs etc.

Early Intervention for deaf and hard of hearing children and their families is the critical/crucial foundation. The **FNDC UPDATE cont'd ...**

next 10 years of a deaf child's life is equally as important. As parents, this is where we are going to begin dealing with new and complex issues (the need for deeper communication, discussions on sex, morals, drugs/alcohol, peer relationships, social isolation, employment issues, counseling, ongoing deaf plus concerns, etc.).

We encourage you to read the recommendations of the Berger report in the aftermath of the Jericho Hill abuse to understand why we never want deaf children to become "vulnerable" ever again. It's for this very reason that FNDC is passionate about receiving support for all deaf and hard of hearing children and their families throughout B.C.

FNDC believes that we are raising "entire human beings" - it's a pretty basic parenting principle. We want to go through all the stages with our children: the baby, toddler, preschool, adolescent, teenage years and beyond. We also expect to watch our deaf children grow up to be d/Deaf and hard of hearing adults that benefit from post secondary opportunities or life skills training, meaningful employment and long term relationships. It's the whole package!

Our submission to the MCFD can be found at [www.mcf.gov.bc.ca/core\\_review](http://www.mcf.gov.bc.ca/core_review) (follow the links to read the submissions).

*Cecelia*

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## BOARD OF DIRECTORS

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Cecelia Klassen, Executive Director  
 Bella Magel, Executive Assistant

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## CONTACT US

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**As always, we take great pride in our newsletter. We enjoy producing it (and we especially love all the positive feedback). You may not realize how difficult it is to produce a newsletter for such a large, diverse group of people. Our newsletter goes out to parents, health professional, teachers of the deaf, teacher's assistants, preschool programs for deaf children, Deaf community organizations, and the list goes on.**

FNDC's newsletter is published three times a year (February, June and October). We periodically publish information bulletins in between newsletter publications.

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## ARTICLES

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**We love receiving articles from members and friends! If you are reading someone's article and saying, "I can't write anything" — think again. The feedback we get on these personal stories is phenomenal. So, tell us about your experiences. It doesn't matter who you are - a parent of a deaf child, Deaf adult, educator of deaf children, grandparent, aunt, uncle — we want to hear from you! We welcome your opinions, ideas, concerns or other information. Please remember **WHAT** you have to say is much more important than the spelling or grammatical errors.**

The views and opinions within the FNDC newsletter are not necessarily those held by the Board of Directors or all the members of FNDC. We do, however, encourage individuals and organizations to submit articles.

### REPRINT PERMISSION

Please feel free to copy and distribute any of the material in this newsletter unless otherwise noted. We ask only that you credit the FNDC Newsletter as your source.

## UPLANDS ELEMENTARY NEWS

### Dear Families and Friends of Deaf /Signing Students!!

The deaf department at Uplands Elementary is pleased again to announce the continuation of our monthly Friday night "Open Gym" for the 2001-2002 school year. Participants will arrive at 6:30 and stay until 8:00. We plan to have organized games as well as some open gym time.

Please come with your child so that we all have a chance to visit in a more informal setting. This invitation is warmly extended to students and staff from other programs and their friends as well as those who are attending at Uplands. This includes any child who uses manual language now as well as those who are interested in learning it.

Other dates will be:

December 7 <sup>th</sup> , 2001	March 1 <sup>st</sup> , 2002
January 11 <sup>th</sup> , 2002	April 5 <sup>th</sup> , 2002
February 1 <sup>st</sup> , 2002	May 3 <sup>rd</sup> , 2002
	June 7 <sup>th</sup> , 2002

Don't forget to mark your calendars and share this with anyone you feel might be interested in participating.

We hope to see you there!!!

## VICTORY HILL NEWS

### FAMILY SUPPORT PROGRAM NEWS!

by Linda Ramsey

Linda.Ramsey@gems1.gov.bc.ca  
or call 604-775-4008

Here are some of the upcoming classes and events. Please mark them on your calendar and contact us for more information. Some dates are to be announced as we are waiting confirmation.

**1. Family Day** - Skating With Santa on Saturday, Dec. 16 from 2:00-4:00 p.m. At the Bill Copeland Sports Centre 3676 Kensington Ave. in Burnaby or contact Melissa Campbell at 604-660-1807 or Melissa.Campbell@gems7.gov.bc.ca for more info and to RSVP. Please bring a gift (under \$10) with your child's name on it for our signing Santa to pass out during the fun.

**2. In the New Year** we are working on a program partnered with Deaf Youth Today. This program involves leadership training to Deaf teens and the opportunity to apply to work in the "Buddy Program" using materials from Gallaudet's "Shared Reading Project". The training will be financially supported by Deaf Youth Today. Training includes First Aid plus specific workshops offered by Deaf professionals in the community i.e. teaching basic sign, working with children, etc. These programs will be ready by January. The goal of the program is to provide our Deaf youth with opportunities to gain experience, benefit from a paid job with DYT to do home visits and spend time with families and their Deaf child. We are also setting up a drop-in homework study time once a week for high school students who are interested. Exact dates and times will be announced. Call 604-775-4012 or email Susi.Bolender@gems6.gov.bc.ca for more information.

**3. Outreach Weeks** in the New Year will include a Teen Outreach – week of April 15. This is being held the same week as the Career Fair offered at Burnaby South Secondary. The Native Outreach Week will take place the week of May 6. We will also be offering two more Outreach programs for families with elementary school aged children who live outside the Lower Mainland. A focus on language and social development will be the theme of these two weeks. We are

### VICTORY HILL NEWS cont'd ...

confirming dates and will announce this in January 2002.

4. There will be **Sign Language** classes for parents in Burnaby and Langley starting February 2002 till Spring Break. Days/time and childrens' program T.B.A

5. Hester Hussey continues to offer the **Home Visit** program to families who meet specific criteria. We are in the process of expanding this program. Please contact us for more information.

Any questions please call us at (604) 660-1800 or 775-4012.

## NEWS FROM KELOWNA

### CHRISTMAS CELEBRATION

**Oyama Community Hall on December 8, 2001, Saturday at 4 - 11 pm.**

Christmas party will include delicious turkey food, games and prizes. We will have Deaf Santa Claus to come and give presents to the children. Come and Cheer with Santa. Have a special picture taken with Santa. For information: email: [piper@cablelan.net](mailto:piper@cablelan.net) or ☎ 250 766-0181 tty.

### ASL Courses Announcement

**Okanagan University College** - Sign language classes every Tuesday and Thursday- Preparatory 1 - 4 levels. Instructor - **Dellalee Piper**

**American Sign Language- Sign Naturally, Basic** course will start in February 2002. For more information, contact **OUC** in **Vernon** office.

### Fisher Grove Ranch

Submitted by Bonnie Fisher

The Ministry of Education will be donating five school portables to Fisher Grove Ranch within the next year. The first one will be coming next week. The portables will allow us to start programs as early as next summer. This is exciting news for the Centre.

Also, we anticipate the next grant from Human Resources Development Canada (H.R.D.C.) to start in January 2002. We will be taking applications for four construction workers and two inside workers. Please send your resumes; however, you must be on E.I. or a reachback on EI in the last three years.

Memberships are available for \$10.00 per person or \$15.00 per family. Help support the Centre by taking our a membership. For more information, see [www.fishergroveranch.com](http://www.fishergroveranch.com)

## Okanagan Valley Association of the Deaf and Hard of Hearing

If you would like to receive their newsletter please contact: Dellalee Piper: [piper@cablelan.net](mailto:piper@cablelan.net)

## MEMBER TO MEMBER

### THE EDUCATION OF A HARD OF HEARING STUDENT - MY EXPERIENCE

Submitted by Grace Szakun

In preschool, I was in an oral deaf class with other oral deaf children. In elementary school, for my primary grades (Kindergarten - grade 3), I was partially integrated in a hearing class and also spent time in a deaf oral classroom. I had both hearing and deaf friends in primary school because our interactions were focused on playing together (rather than communicating through language) - at that age, it did not matter if we were deaf or hearing.

In the intermediate grades of 4 - 7, I began to feel the impact of being hard of hearing. The impact was both social and educational. Suddenly, language became more important, faster, more complicated. Everything seemed to be progressing too quickly and I struggled to keep up.

When I moved to a new school near my home in grade 5, I was the only hard of hearing student in my class and I had no support services (no interpreter, notetaker, tutor, itinerant teacher). I had no deaf friends or schoolmates.

How did I survive? I used my memory and my 'cover up' skills. I read class materials over and over and over so that I could prepare for the class, try to understand the concepts, or at least memorize the appropriate words.

I remember being able to memorize spelling words but I would often not fully understand their meanings because of the lack of access to information I experienced in the classroom. Lipreading is difficult - I

### MEMBER TO MEMBER cont'd

would catch some words, miss others, and I would see language word by word by word, often missing the connection or meaning behind the information.

As I look back now, I wish I had the support of a sign language interpreter at school for two reasons. First, having the sign support would have helped me to access the meaning of the language and build my base of knowledge and information. Second, English is a complex language with challenges such as idioms, for example, "Turn over a new leaf"; if an interpreter could have explained the simple meaning, 'to start a new life', I would have had a much better hold of English, and a stronger sense of self esteem as a student.

I found high school to be very challenging. I remember my teachers would require me to sit at the front of the class so I could lipread - but my 'preferential seating' did not make access to communication easy. Sometimes the teachers would walk around the classroom or turn their backs to write on the board and I would instantly be cut off. Some teachers tried their best to make sure I understood, others did not. I struggled and did not feel good about myself.

I remember one time in high school, I was called to the nurse's office where I met two strangers, obviously professionals from outside the school. They had come to ask me questions, "How am I doing in school?". Inside I felt different and embarrassed - why were they asking me and not other students? I answered, "Fine, fine, fine, everything is fine". Even though everything was not fine - I did not even know how to explain to these people what was wrong, what I felt. So I covered up for myself - that was my habit from growing up integrated in the hearing world, covering up for myself.

I remember that I did not talk much in high school. Kids would ask me what country I was from because of the different way that I talked - I did not want to tell them that I was born in Canada. I did have two good neighborhood friends who knew I was hard of hearing, they understood about me, but I tried to hide my identity from others. I was very shy in high school (I am sure some of you find that hard to believe now). I had no confidence and low self esteem.

I started in grade 10 to find excuses for not going to school, I did not want to be in school. I was drowning. I wanted to give up. I felt like everything was catching up with me and would overwhelm me; the information, the school's expectations, accessing communication, and trying to fit in with my peers. One teacher told me to "just copy the other students' notes" - I wanted to be the same and I wanted to understand and learn.

Finally, I went to the Vancouver School Board with my mother and I explained how I felt at school without support. An oral itinerant teacher was assigned to work with me 2 or 3 times each week, beginning at the end of grade 11. It did help to have some support for English and my itinerant teacher began to introduce me to some new experiences. She made an appointment for me to visit Kitsilano High School where there was a group of deaf students who used sign language. I

shadowed one student around the school, in all her signing classes for one week. I even met up with some of my former oral friends from elementary school. When I saw all these kids signing with each other, I felt overwhelmed and thought, "Oh, that's not me". I had always been told that signing was bad - "Bad English". And at that time, I identified myself as a hearing person. When I thought about having to learn sign language, make new friends, leave my old familiar school, with only one year of high school left, I decided the change was just not worth it and would be too hard.

But then, in grade 12, my itinerant teacher introduced me to a deaf man from Gallaudet College. I wanted to continue my education and improve myself, but I did not know if I could survive college life without support. I asked the man lots of questions about Gallaudet and decided, "Why not try?".

I found out later that my mother did not want me to go to Gallaudet - it was so far away, Washington DC, and I was the only daughter in the family. It was my older brother who told my mom, "Let her go".

I arrived in Washington DC and I was so nervous and scared - I worried that I had gotten off the plane in the wrong country. I joined the NSP (New Signer Program) as part of Gallaudet's orientation program and I was shocked to meet so many hard of hearing people just like me. What an eye-opener! I learned sign language quickly but I was still in denial about my identity, "Deaf? Not me. I am more of a hearing person." Slowly at Gallaudet I started to blossom - socially, emotionally and educationally. My self esteem began to grow, I began to communicate more, I could finally access communication and information.

It took a long time for me to accept myself. My parents were afraid that if I used sign language I would "lose my voice". At home today, I still communicate orally with my parents. I think many parents with hard of hearing kids have that same fear, but I have found that sign language does not weaken oral language skills, instead, it strengthens them.

Now, I am thankful. I am glad that I was stubborn and persisted in my goals. I am thankful for Gallaudet. I am thankful to my family for allowing me to have the

### **MEMBER TO MEMBER cont'd**

opportunity to experience it. If I had taken a different direction, I don't know what my life would be like, maybe I would be very lonely, maybe I would have few friends.

From my experience, in a signing environment, I have

access to all the information. In a non-signing group situation, I am lost, I can not catch all the information. Hearing people will tell me, "Don't worry, I will tell you later". Later, later - I always feel like I am struggling to catch up. With sign language, it is all right there for me, it is finally easy and I fit. As a hard of hearing person, I prefer a signing environment so that I can access both languages, English and Sign Language. Language foundations are started by age 2; children need complete access to language in order to have a strong foundation. Hard of hearing kids will not lose their voices if exposed to sign language at school because they have exposure to oral language at home and in their communities. With a strong foundation, hard of hearing kids will benefit educationally, socially and emotionally and will develop a stronger sense of self esteem.



I know I can not go back, but I hope my experience will help you make good decisions for your child. I am happy to meet with parents, in groups or individually, to discuss these issues.

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### **ATTITUDE IS THE MIND'S PAINTBRUSH. IT CAN COLOUR ANY SITUATION.**

Submitted by Claire LeBlanc, parent of a Deaf teenage daughter

I recently traveled to Burnaby to stay at the **Victory Hill Residential Program** for the Deaf. All parents of Deaf children attending the residential program - or "**dorm**" - at BCSD in Burnaby were invited by the VHRP to attend a one week orientation program.

My 15 year-old Deaf daughter, Victoria, began attending the VHRP this year for the first time, and she is mainstreamed at Burnaby South, where she is in grade 10. Victoria very much loves the dorm and the residential program and I am very impressed with the rich environment that they offer. Victoria attended a high school in the Interior for grades 8 and 9, and decided to attend Burnaby South this year and fly home on the weekends. I thought some people would be interested in reading about our experiences and thoughts of mainstreaming in a "regular" school, and mainstreaming at BCSD and the dorm experience.....

What impressed me most about the VHRP is their eagerness

to make the families of the Deaf feel welcomed and appreciated. They recognize how important the parent's role is in their Deaf child's education. For example, each student has a "key worker" who is directly responsible for his or her individual needs and personal development. This key worker also drives the students to after school activities and monitors their physical and mental well-being. The key workers are in regular contact with the parents and listen carefully to the parents' wishes and input and respect the parent's feelings. During parent orientation week each key worker met with parents individually to establish a set of goals for their child. These goals are based on mutual areas of concern or areas that the parents and/or key workers feel need attention - even if they are as common as developing more responsibility or making more healthy nutrition choices. The goal is to accommodate the parents' wishes for their child and thereby assist the student in developing to the best of his or her potential. In addition, the staff works cooperatively with the school to ensure that the student's needs are being met. The attitude towards the parents (and the students) is open and supportive and respectful. Because of this positive attitude on the part of the staff, the students at the dorm appear very well-adjusted and happy in their environment. There is truly a feeling of community, and this community respects and supports each other in the pursuit of something good.

In contrast, our experiences of mainstreaming in our local school district lacked this key ingredient of mutual respect and appreciation. Generally, my input as a parent was not met with enthusiasm. Many good opportunities were lost.

I know there are many excellent professionals and others who are working hard in Outreach areas of our Province, and I do not wish to imply that they may have a negative attitude. I am merely presenting my particular experience, and emphasizing that the dorm experience has been a very positive one for Victoria as a result of the great network of support offered to the parents and the students. I think that more outreach school districts would benefit from this team-work approach to the education of the students. A network of positive and supportive people can go great lengths in creating and sustaining a community that can accomplish a great deal of good for the Deaf. I think some of the outreach areas need to focus on the greater good of establishing positive connections instead of focusing on a narrower picture. This will only mean better things for the Deaf students.

**MEMBER TO MEMBER cont'd**

## WHAT A WONDERFUL WORLD

by Bella Magel

*"... I see skies of blue and clouds of white the bright blessed day, the dark sacred night, and I think to myself, what a wonderful world....."*

### The Stranger I Live With (October 1994)

I feel like I live with a stranger...no big deal you are thinking. Except in this particular instance the stranger stands 48" tall and just so happens to be my five year old deaf son, Tyrell. And I'm incapable of conversing with him fluently in his language, ASL.

It seems like only yesterday I endured the excruciating pain of childbirth and swore ...never again .... (since then I gave birth to two more wonderful children). The moment I held my newborn son and gazed lovingly at his beautiful face I fell helplessly and hopelessly in love forever. I thanked God daily for blessing me with my healthy baby boy and never imagined that my path in life was about to change forever.

The months passed without incidence as I embraced my new role as 'mother' and enjoyed my headstrong, independent extremely active little boy. By the time he was two years old there were concerns that he wasn't talking. He was referred to an ENT (Ears, Nose and Throat Specialist) who reassured us that it was only an ear infection and told us, being first time parents, we were overreacting and told us "my daughter didn't start talking until she was 4 years old" handed me the prescription for the ear infection and a red balloon for Tyrell. Feeling relieved, we went on with our happy life .... but somehow we sensed deep in our hearts there was something very wrong. We returned to the ENT and he reluctantly gave us a referral for an ABR (auditory brainstem response) and we waited.

On February 12, 1993, Tyrell was diagnosed with a severe-profound sensorineural hearing loss – he was DEAF– From that moment on a part of me died and my *wonderful world* collapsed. My spirit died that day as every imaginable emotion was felt; betrayal, helplessness, hopelessness, failure, guilt, fear, anger and only years later *finally* acceptance.

We decided to take on the challenge of learning a new language, ASL, Tyrell's language. We struggled daily, as the family, including siblings, tried to learn this new and exciting language. There are many moments when I can't understand

what Tyrell is trying to sign to me and I frantically scan the dictionary and try to comprehend. We were also surprised to learn that families weren't encouraged to continue learning ASL, after their deaf son/daughter reached 5 yrs. old but we decided to continue to learn and hired a Deaf sign language teacher for private instruction. I can't imagine not being able to communicate with Tyrell in his language. How would I ever have deep, meaningful conversations with him and have a strong, healthy, loving Mother/son relationship?

### Seven Years Later (October 2001)

What a Wonderful World, sung by Louis Armstrong, is a song that holds a lot of meaning for me. It took me many years before I could even bring myself to listen to the lyrics and truly believe them. I wrote about my past experience in order to take a hard look back at a surreal time that somehow feels like only yesterday and, in many ways, like a million years ago. It is a time and place that I don't want to revisit often anymore .... a time never forgotten....a time that changed my destiny. Yet, in so many ways, the change was for the better. Just think, I wouldn't have met so many inspirational people; parents, Deaf adults, educators and professionals, who touched my life and many who continue to make a difference because of their passion for a better future for deaf children. I'm so thankful to my Deaf teachers who have taught me so much and who have been so patient with me on my quest to learn ASL.

Tyrell has just turned 12 years old and it has only taken me seven years to finally find the courage to share my feelings and experience with other parents. It has taken a long while to finally let go of my anger and frustration and turn that energy towards the future, not just for Tyrell's sake but also for my hearing children.

My challenges aren't over yet and I predict there will be many more ... the teen years are just around the corner.... driving, girls, drugs .... That's another story, to be continued.... I feel confident however, with the continued love and support from his family, that Tyrell will do just fine, thank you very much. I look forward to those heart-to-heart conversations that years ago I never imagined I would ever have with him. I'm still learning ASL and I still refer to the dictionary and I'm always asking Tyrell how to sign a word/concept. I feel

### MEMBER TO MEMBER cont'd ...

I have done my best and have tried to make informed decisions on behalf of Tyrell, as we both go down the path of life together. I'm so very proud of Tyrell, he's quite the young man: independent, confident, humorous, sensitive and inquisitive. Just your typical 12

year old boy, who doesn't hear .....

....."I watch them grow, they'll learn much more than I'll ever know, and I think to myself, what a wonderful world. Yes, I think to myself, what a wonderful world"

Bella Magel is one of the founding Directors of FNDC and is presently FNDC's Executive Assistant. She is the proud mother of three children, Tyrell age 12, Tianna age 9 and CJ age 8.

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Select films at each of these locations will be offered with Rear View Closed Captioning®® for Deaf and Hard of Hearing Guests using portable, transparent acrylic panels that fit right in your drink cup holder. DVS Theatrical®® (descriptive narration service for Blind and Visually Impaired) is broadcast to your seat via headphones and will also be available for select films at the same locations.

**How it Works**

The patented Rear Window®® Captioning System displays reversed captions on a light-emitting diode (LED) text display which is mounted in the rear of a theater. Deaf and hard-of-hearing patrons use transparent acrylic panels attached to their seats to reflect the captions so that they appear superimposed on the movie screen. The reflective panels are portable and adjustable, enabling the caption user to sit anywhere in the theater. The Rear Window System was co-developed by WGBH and Rufus Butler Seder of Boston, Mass.

DVS Theatrical®® delivers descriptive narration via infrared or FM listening systems, enabling blind and visually impaired moviegoers to hear the descriptive narration on headsets without disturbing other audience members. The descriptions provide narrated information about key visual elements such as actions, settings, and scene changes, making movies more meaningful to people with vision loss. These technologies have been available in specialty theaters—such as large format movie theaters and theme parks—for several years. Digital Theater Systems (DTS) of Agoura Hills, California enabled WGBH to bring these technologies to conventional movie theaters.

**IN THE NEWS**



**REAR WINDOW®®**

**IN THE NEWS cont'd**

**EDITOR'S NOTE:** If you would like to voice your opinion and/or contact Famous Players directly. Contact: Robb Chase, President and Chief Operating

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*Officer, Famous Players Inc. 146 Bloor Street West, Toronto, ON M5S 1P3 or email: Jo Ann Fraser, VP Corporate Affairs jofraser@famousplayers.ca*

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## **MANUAL BABBLING CASTS DOUBT ON LANGUAGE THEORY. CHILDREN OF DEAF STUDIED**

Joseph Brean  
National Post  
September 6, 2001

Reprinted with permission from National Post © 2001.

Babies of deaf parents babble in sign language and are strong evidence human language is not fundamentally vocal, Canadian researchers say.

Just like babies of speaking people gurgle and coo in imitation of their parents' speech, babies exposed to sign language mimic its rhythmic patterns in the narrow "sign space" in front of their chest, according to the team at McGill University in Montreal.

Their findings cast doubt on the accepted wisdom that the rate at which a child learns a language mirrors the physiological development of its mouth and vocal chords, said Laura Ann Petitto, a psychologist and lead author of the report in today's issue of *Nature*.

Babbling, whether manual or vocal, is an attempt to mimic the sentences and words to which babies are exposed, she said.

"Babbles are the first step into the production of language. Children pull out little meaningless syllables from the world around them and then produce them. They're playing with the raw form of language, and the brain doesn't care what language it gets," she said.

Babbling is evidence of how sensitive babies' brains are to the universal, genetically determined structure shared by all human languages, Dr. Petitto said. Babies become familiar with the structures of their parents' language as they mimic it, she said.

"Babies don't start out with a sensitivity to that enormous sentence. They're going to break it apart into little bite-sized chunks, pulling out the syllable, pulling out the word. This study helped us see that this sensitivity to rhythms is not tied to sound or speech."

Human language is not fundamentally vocal, she said, but is expressed vocally only because evolution found it convenient.

"Somehow evolutionary pressures set up separate centres in the brain for processing the rhythmical patterns of language and the expression of language," she said.

In fact, any body part capable of representing the structures of human language could be the vehicle for a language, Dr. Petitto said. There just do not seem to be any such parts other than the vocal chords or the hands.

To determine whether babies of deaf parents were actually babbling linguistically, Dr. Petitto and her team developed the Optotrak, a device that monitors hand movement with light-emitting diodes on the hands of test subjects.

The Optotrak recorded the movements of the babies' hands in three dimensions as they played with the researchers in a McGill laboratory. The device revealed patterns in the motion that would not have shown up on a videotape, such as the frequency of recurring patterns.

All six Montreal babies in the test could hear. Three of them were raised in homes where both parents are deaf, and three were raised in homes of hearing parents.

The data from Optotrak revealed all the babies flailed their hands about as they gained strength and dexterity, but the babies exposed to sign language also moved their hands in more precise patterns, mimicking the movements of their parents' sign language, *L'langue des Signes Québécoise*.

### **IN THE NEWS cont'd**

The rhythmic movements were "like nothing any child would ever normally do if they weren't exposed to sign language," Dr. Petitto said.

"These children can hear, and they can move their lips and their tongues and yet we still see the essential

elements of human language being pushed out on to the hands."

Manual babbling happens in the narrow space in front of the body where sign language is done, and always in "undulating, rhythmic bursts of about a second," she said. The simple hand movements all babies made were at a higher frequency and all around the body.

Like vocal babbling, manual babbling follows universal linguistic patterns. For example, all languages are structured in syllables, and use roughly 45 phonetic units -- hand movements or sounds -- to achieve all of their complexity.

The babies of deaf parents mimicked these manual syllables by moving their hands in rhythmic patterns in front of them, while the babies of hearing parents waved their hands at the sides, and rarely brought them together in the "sign space."

Babies of signing parents made non-linguistic hand movements as well as their syllabic signing, just as the children of speaking parents made non-linguistic sounds as they developed dexterity in their mouths and tongues.

The key to understanding babbling, Dr. Petitto said, is to see that neither of these vehicles of language -- the mouth or the hands -- is fundamental.

Language arises in the brain before it is expressed, and a child's brain can develop linguistic sophistication by using either vehicle of expression.

Since they are exposed to linguistic rhythms in their parents' signing, babies of deaf parents are at no linguistic disadvantage to babies of speaking parents, Dr. Petitto said.

They can learn a spoken language as easily as a young English-speaking child can learn French at a francophone school.

## **SIGNS OF LEARNING AT FORT**

The Langley Advance  
by Meghan Wood  
August 7, 2001

Reprinted with permission from The Langley Advance

Since the beginning of July, three deaf students from R.E.

Mountain Secondary School's program for the deaf and four hearing students from across Canada have been working at the Fort together, learning the history of Langley.

Ann Corner, manager of visitor activities at the Fort, said the objective of the program is to give both deaf and hearing students knowledge of Langley's history, as well as developing team-building skills.

"The deaf are a linguistic minority," she said. "We want them to learn, not to become frustrated. The mixture of (the hearing and deaf) cultures encourages both types of students to work together and make it productive."

She said each staff member at the Fort went through a session to learn about deaf culture and deaf communication. She also said the hearing students are quickly learning how to communicate with the deaf students.

Hearing student Scott, from Surrey, said, "It's really fun, and learning sign language is a bonus."

All the students in the program have been weeding and doing yard maintenance, operating the bake oven, and cooking pies, cookies, and bannock for visitors, and have also been doing a bit of gold panning.

Karlie, one of the deaf girls, said her favorite part of the program so far has been meeting people from all over the world.

Maggie, also deaf, likes everything but the weeding. She said more deaf people should apply for the program.

Aman Johan, 21, an Asian Studies and Theatre student at UBC, is the supervisor for the hearing students. He said the first couple of days were hard: "The (deaf) girls kind of stuck together for the first little bit until we all got working. They sure have a lot of patience."

## **IN THE NEWS cont'd**

Jessica Dunkley, 21, a child care counsellor for the deaf, is the supervisor for the deaf girls. She is also hard-of-hearing. She said that, because the girls grew up in the hearing community, they've learning to accept and adapt to hearing life.

The pilot project will rely on the feedback of the students

to determine its future.

## EDUCATION

### UCCB to test new education tool for deaf students

Deaf News from the Cape Breton Post received via internet by Greg MacNeil

A new form of education for the deaf will be discussed this week in Baddeck. Liberated Learning Courses, a new speech recognition technology that digitizes a professor's lecture, displaying words as text, will be the focus of international scientists, educators and researchers today through Friday at the Bell Museum. Designed at Saint Mary's University, Halifax, this new technology will allow students to hear and read lectures in real time.

"This is a venue that unites Dr. Bell's pioneering research in education for the deaf and the next generation devoted to continuing his mission," says Dr.

David Leitch, director of the Saint Mary's Atlantic Centre of Support for Students with Disabilities.

The liberated learning concept looks to revolutionize lectures, providing an alternative to traditional note taking. After a digitized class, students will have access to a comprehensive set of speech recognition generated notes. The \$1.2 million project has Cape Breton ties.

### INTERPRETING SERVICES PROJECT

Submitted by: Susan van Gorp, Ph.D.  
Outreach Consultant, B.C.S.D.  
(604) 664-8560 voice  
(604) 664-8563 tty  
(604) 664-8561 fax

The Interpreting Services Project (ISP) was established in 1994 to coordinate and improve access for students with hearing loss. The project provides support to ensure consistent and cost-effective interpreting/captioning services across the province. The project also provides support to personnel involved in the education of students who are deaf, hard of hearing, or deaf-blind at BC public colleges, institutes, and universities.

ISP has an Advisory Committee consisting of representatives from the Ministry, from the K to 12 education system, agencies, as well as a member of the Deaf community, an interpreter educator, an interpreter, a faculty member and disability service coordinators. The committee provides direction and identifies emerging needs for follow-up.

#### Services

The services that are provided by ISP can be grouped into three main categories:

- Advice to college, institute and university personnel in meeting the needs of students who are hard of hearing, deaf, or deafblind.
- Administrative supports pertaining to budgeting, personnel and legal issues.
- Training, information and research pertaining to the education of students who are hard of hearing, deaf, or deafblind.

#### Service Delivery

The delivery of interpreting/captioning services in the classroom is the responsibility of each college or institute. Since most of the services provided by ISP are intended to support the provision of interpreting/captioning services, the process generally followed by colleges and institutes for providing classroom services is described.

Students must inform their institution, usually through the Disability Services Office, that they will require

#### EDUCATION cont'd ...

classroom services. Student eligibility is governed by

individual college and institute policies, but requires the student to:

- register and remain in good standing throughout their time of his or her enrollment; and
- provide documentation proving the need for interpreting/captioning services as a form of access accommodation.

The college/institute provides interpreting/captioning services for classes and related activities, such as labs, seminars, appointments with instructors, group project meetings, appointments on campus, and special events at the institute.

It is the responsibility of the institution:

- to employ an appropriate interpreter/captioner who will meet the language needs of the student,
- to communicate with the student, interpreter/captioner and instructors around expectations, requirements and other elements of the service provision leading to successful team work, and
- to monitor the services that have been provided.

### Transition Support

The transition from high school to post-secondary for many students who are deaf, deafblind or hard of hearing involves many challenges for the students, such as:

- navigating the post-secondary environment as an adult,
- developing and utilizing self-advocacy skills,
- managing in an integrated learning environment
- relocating for specialized programs or courses.

The above combine to create a whole new set of expectations, responsibilities and experiences for the student. They are required to adjust to a system that does not include resource rooms, teachers of the deaf and hard of hearing or classroom aides.

ISP can offer support for teachers, students and parents by providing transition information, training and resources that promote student success.

Please feel free to contact us at [bcitisp@bcit.ca](mailto:bcitisp@bcit.ca)

### \* September 11, 2001 \*

\* A day of tragedy in the golden sun \*  
 \* Not just on life was shattered and torn \*  
 \* Thousands no longer will be as when born \*  
 \* Our Country, a place we can be free \*  
 \* Was shattered and torn for all to see \*  
 \* Frozen in time, planes crashing, a total of four \*  
 \* Taking lives, heroes, and just folks, forever more \*  
 \* But we are Americans and will fight back \*  
 \* Against this evil and horrendous act \*  
 \* No one can bury or kill our Nation so strong \*  
 \* We will rebuild, in steel, concrete and with song \*  
 \* You can't take us down, from land or flights above \*  
 \* We are Americans and will defend this land we love  
 \* So while we mourn and pray for lives lost \*  
 \* For heroes trying to save others no matter the cost \*  
 \* We will rebound and remember to fear us, yes you\*  
 \* Must \*  
 \* Because we are Americans on our land and In God  
 we\*  
 \* Trust... \*

This poem was written by a Deaf girl.

by SaMi Braid

## BOOKS

### DEAF WOMEN IN CANADA

(ISBN # 1-55220-265-8)

*Deaf Women in Canada* profiles more than 300 Deaf women who either currently, or in the past, have lived and worked in Canada. Not all were born in Canada, nor do they all live in Canada now, but at some points in their lives, all of them have made significant contributions to the Canadian Deaf Community. Their individual accomplishments, often in the face of the most incredible odds, portray the diversity of their struggles for achievement, and reveal the influences that shaped their lives and gave them the courage and strength to make an impact on their unique culture and heritage.

This book provides a fascinating mosaic of the lives of women who achieved recognition in countless ways — through various professions, business, politics, sports, the arts, religion, education, science, technology and other fields of endeavor. For the younger women, their stories will continue to unfold. For the more mature, perhaps their goals have already been achieved. However, every woman, young or old, who is profiled in this volume, has demonstrated a pioneering spirit and determination that is sometimes awesome, always commendable, often worthy of special accolades, and consistently inspiring.

The work provides historical information and is an adjunct to the existing literature on the subject of Deaf Canadians.

For more information, please contact: Deaf Women in Canada, P.O. Box 29002, Lendrum Post Office, Edmonton, Alberta, Canada T6H 5Z6

TTY: 780-434-4824 FAX: 780-435-0607 Email: jars@powersurfr.com



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OPP  
ITY

The Western Institute for the Deaf and Hard of Hearing is Western Canada's largest service organization for Deaf and Hard of Hearing citizens. We are located near Kitsilano Beach in Vancouver, and offer a competitive salary and benefits, a friendly and dynamic work environment, and a chance to make a difference.

**We are looking for a COUNSELLING TEAM ASSISTANT.** The Position provides support to our hard-working Counselling Department. General office duties include scheduling appointments, database and file maintenance, and receiving and recording preliminary information from Deaf and Hard of Hearing clients. Some back-up reception duties may be required as well. Requirements include advanced computer and office skills, and a high level of organizational, communication and telephone skills. An understanding of Deaf Culture and Hard of Hearing issues is a definite asset. The Western Institute for the Deaf and Hard of Hearing (WIDHH) is a bilingual environment (ASL/English). The successful applicant must have ASL skills or be willing to learn.

Reply in confidence to: Executive Director, WIDHH  
2125 West 7th Avenue  
Vancouver, BC V6K 1X9  
Fax (604) 736 4381  
E-mail: exdir@widhh.com

**DYT**



**CORNER**

Deaf Youth  
up a wonderful  
s u m m e r

Deaf Youth Today

Today finished  
and successful  
program. We

have now begun focusing on training deaf teens in leadership skills.

DYT and Victory Family Support are working together on a new program. We have a new program that we are beginning this Winter, called: My Buddy Program. This program is designed for deaf youth ages 14 - 18 who want to gain skills in a leadership program. Once completed the series of workshops, deaf youth will make some "home visits" to elementary school aged deaf children (in a safe, supervised environment). These youth will be available to tell stories, play games and teach some basic sign language. These home visits are not "babysitting", and will mean that parents of the elementary aged children will need to be at home during the "Buddy" visits.

We will provide training with St. John's ambulance to get certified in First Aid. We will also set up several other workshops and training on "home visits", storytelling and working with families.

These workshops will be given by professional d/Deaf adults in the community. A great experience for 14 to 18 year olds. These workshops will start in January 2002 and keep your eyes open at Burnaby South and MSS for DYT representatives to talk to students about these opportunities sometime before Christmas.

These workshops and training will help students who would like to become involved in the DYT Buddy Program. This program will be designed for students to visit families with deaf and hard of hearing signing children. This program should be up and running by January so if you are a teen and interested in earning some money, contact DYT at deafyouthtoday@hotmail.com.

**Job Opportunities and Leadership Training for Deaf Youth!**

Are you Deaf, **aged 14 – 18**, looking for training/work?  
Attend free leadership and job training workshops!?

**Training Program** (Monday's and Wednesday's starting January 7<sup>th</sup> to 28<sup>th</sup> 5:00pm – 9:00pm)

<u>Date and Time</u>		<u>Course/Workshop</u>	<u>Where</u>
Mon. January 7 <sup>th</sup>	5:00pm - 9:00 pm	St. John's Ambulance First Aid 1627 Columbia St. N.W.	
Wed. January 9 <sup>th</sup>	5:00pm – 9:00pm	St. John's Ambulance First Aid 2627 Columbia St. N.W.	
Mon. Jan. 14 <sup>th</sup>	5:00pm – 9:00pm	St. John's Ambulance First Aid 3627 Columbia St. N.W.	
Wed. Jan. 16 <sup>th</sup>	5:00pm – 9:00pm	St. John's Ambulance First Aid 4627 Columbia St. N.W.	
Mon. Jan. 21 <sup>st</sup>	5:00pm – 7:00pm	Working with Kids Jennifer Edgar & Grace Szakun	4334 Victory St. Burnaby
Mon. Jan. 21 <sup>st</sup>	7:00pm – 9:00pm	Storytelling with John Warren	4334 Victory St. Burnaby
Wed. Jan. 23 <sup>rd</sup>	5:00pm – 7:00pm	Home Visits/Hester Hussey	4334 Victory St. Burnaby
Wed. Jan. 23 <sup>rd</sup>	7:00pm - 9:00pm	Working with Families/L. Johnson	4334 Victory St. Burnaby
Mon. Jan. 28 <sup>th</sup>	5:00pm – 7:00pm	Cultural Awareness/TBA	4334 Victory St. Burnaby
Mon. Jan. 28 <sup>th</sup>	7:00pm - 9:00pm	Intro to teaching ASL/TBA	4334 Victory St. Burnaby

**Possible Job Opportunities**

Buddy Program – This program is designed for Deaf Youth aged 14-18 years old to gain skills in the leadership program. Once completed the series of workshops you will make "home visits" to families with elementary school aged deaf children playing games, telling stories and teaching some basic sign language.

Deaf Youth Today Leaders – DYT will recruit leaders (aged 16 and up) to work for summer programs and camping experience at Hornby Island. Potential to work year round.

**Please email: [deafyouthtoday@hotmail.com](mailto:deafyouthtoday@hotmail.com)**

## COURSES/WORKSHOPS

### Family Network for Deaf Children is sponsoring... Linguistic and Cultural Analysis: ASL and English

Douglas College: Department of Sign Language Interpretation is offering one of their courses for Parents of Deaf Children, family members and other community members currently working with deaf children and youth.

This 10 session methods' course provides students with opportunities to analyze American Sign Language and English texts in order to develop an equivalent presentation in each language. Students will explore speaker/signer intent, contextual impact, proposition identification, message, meaning and cultural mediation.

Instructor: David Still

Dates: Mon, Feb 11 to Mon, Apr 29, 2002 (no class Mar 18 and Apr 1st). Total of 30 hours of instruction

Time: 6:30 - 9:30 pm

Location: Douglas College, New Westminster Campus, Room - To Be Announced

Students should be at a Level VI of ASL skills as measured on the Sign Language Competency Scale.

(Level VI - can participate in all general conversation and professional discussion in a special field; able to narrate and describe topics related to background, family, interests/hobbies, and work; vocabulary is broad enough that the individual rarely has to grope for a sign; understands most of what is said; can follow most conversations between native signers, but not able to catch all of the detail; communication is occasionally hesitant, with some unevenness caused by rephrasing and searching for signs)

**Cost: \$50.00 for "parents, family members, and other community members that are presently working with deaf children and youth".** The actual cost of this course is \$150.00, but the cost will be subsidized by Family Network for Deaf Children. All others that do not fit the above criteria will be charged \$150.00 by Douglas College.

#### To register:

Course Number: G451A- 20021

Contact : Continuing Education at Douglas College

Register by phone: (604) 527-5472 or fax (604) 527-5696 by Visa or MasterCard only

To register by mail, call for a copy of the Continuing Education brochure, which includes an application form, (604) 527-5671

**EDITOR'S NOTE:** This class is taught in Spoken English. If ASL users would be interested in the same class taught in ASL, please contact FNDC at: [fndc@shaw.ca](mailto:fndc@shaw.ca). We would be happy to set this up in the future.

## BC DEAF SPORTS

### B.C. DEAF SPORTS FEDERATION AND THE COACHING ASSOCIATION OF CANADA

ARE PLEASED TO ANNOUNCE: COACHES CLINIC

THEORY LEVEL ONE

SAT. DEC. 8TH, AND SUN. DEC 9TH, 2001

NINE TO FIVE

INSTRUCTOR: DEB NOWELL

1367 WEST BROADWAY

BOARD ROOM #106

All interested must pay a fifty dollar deposit, to be paid back after completion of the course

Course price includes all course materials, workbooks, and a One-year membership with the Coaching Association of B.C.

INTERPRETING TO BE PROVIDED

**EDITOR'S NOTE:** DYT will pay the registration fee for Deaf and hard of hearing teens. Please contact us at: [deafyouthtoday@hotmail.com](mailto:deafyouthtoday@hotmail.com)

## WHAT'S HAPPENING

### Third Annual Christmas Cheer

When: December 15, 2001  
 Where: Scufy's Pub, New Westminster  
 57 Blackie Street (50 yds to New West Sky Train)  
 Cost: \$12.00 (includes burger & fries + 1 beer  
 Buy your tickets before December to receive 10 free door prize tickets.

This is a fundraiser hosted by the Coyote baseball team.



## JANUARY 2002

### Deaf Drama in Seattle

MARK YOUR CALENDAR!

**THE 13TH DEAF KIDS DRAMA FESTIVAL  
 SATURDAY, JANUARY 19, 2002**

BROADWAY PERFORMANCE HALL\*\*  
 1625 BROADWAY, SEATTLE, WA  
 2:30 PM AND 5:30 PM

TICKETS: \$9/ADULTS, \$6/CHILDREN UNDER 12  
 AVAILABLE AT SEATTLE CHILDREN'S THEATRE BOX OFFICE IN PERSON AT 201 THOMAS STREET, SEATTLE, WA OR BY PHONE AT (206) 441-3322 V/TTY  
 DAY-OF-SHOW TICKETS AT BROADWAY PERFORMANCE HALL

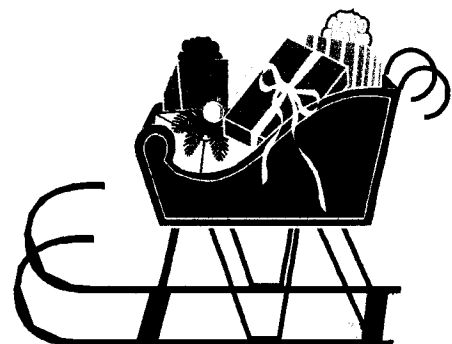
Deaf and hard-of-hearing students from four Puget Sound area schools will perform short theatre pieces they have developed with their Artist-in-Residence.

### The Peak of Christmas Discover Holiday Magic at Grouse Mountain Resort

**Santa's Workshop**  
 December 1-23  
 Monday - Friday, 1-8 pm  
 Saturday 10am - 5 pm

**Santa's Reindeer**  
 Daily, December 1-24

**Ice Skating & Sleigh Rides**  
 Daily, December 1-31  
 604.980.9311  
[www.grousemountain.com/santa](http://www.grousemountain.com/santa)



**DEAF COMMUNITY  
CHRISTIAN CHURCH**

**CHILDREN'S**

**CHRISTMAS BREAKFAST!!**

**COME JOIN US ON**

**SUNDAY DECEMBER 23**

**AT 8:30 AM**

**\$2/CHILD**

**STORIES, CRAFTS!**

**PANCAKES, DRINKS!**

**\*\*AFTERWARDS COME JOIN \*\***

**CHURCH SERVICE 10 AM**

**7175 ROYAL OAK AVE**

**BURNABY**

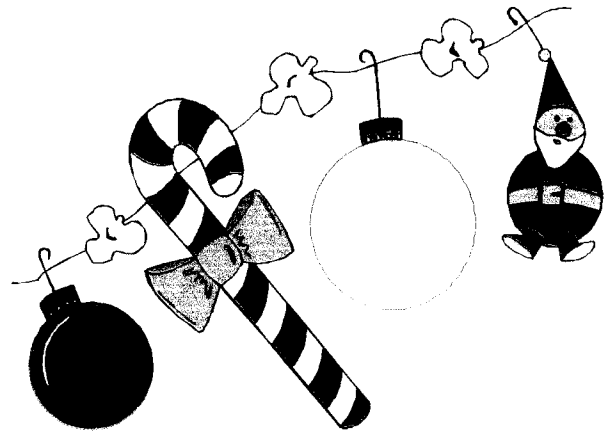
**PLEASE INVITE FRIENDS**

**RSVP: KIRSTEN WARD & DI FORD**

**RKWARD@SHAW.CA**

**TO FIND OUT MORE ABOUT US:**

**WWW.DCCC.BC.CA**



## **MARCH - APRIL 2002**

### **DEAF FIESTA**

Deaf Fiesta is the largest tradeshow in the deaf community where thousands and thousands of attendees go for socialization, awareness and purchasing purposes. Deaf Fiesta brings together the deaf and hearing community.

Deaf Fiesta 2001/2002 Upcoming Events

San Jose, CA - March 16, 2002

[www.sanjose.deaffiesta.com](http://www.sanjose.deaffiesta.com)

Costa Mesa, CA - April 13, 2002

[www.costamesa.deaffiesta.com](http://www.costamesa.deaffiesta.com)

Toronto, ON - To be Announced

## DOUGLAS COLLEGE INTERPRETING NEWS

### DOUGLAS COLLEGE UPDATE

by Cheryl Palmer

This fall we have had several changes in the Program of Sign Language Interpretation. First of all, three members of the INTR team are not with us this year. Both Jan Humphrey and Anita Harding have taken a one-year leave of absence and Roger Carver is also taking some time off from the college. So to bolster our numbers, we are happy to announce that Tanis Doe has joined the faculty and will be teaching the Deaf People in Families course this fall. Barbara Burdick is temporarily filling the technician position. Karen Malcolm has returned from her year off and has assumed the coordinator position. Other faculty include Nigel Howard, Cheryl Palmer, Dave Still, and Deb Russell in Calgary.

The student body this fall consists of a total of 31 students. The 14 second-year students started back to class in late August to prepare them for an exciting trip to Seabeck, Washington. At Seabeck they volunteered their services at a camp for Deaf-Blind individuals. It was a fun week, enhanced by the beautiful setting on Hood Canal and the wonderfully sunny weather we were fortunate to have. This allowed the campers to take part in all sorts of activities, such as bike riding, paddle boating, and jet skiing, as well as daily crafts, workshops, and outings into town. Although it can be a stressful time for students as they learn to work effectively with a very diverse group of campers, it is also very restful and a wonderful beginning to a hectic fall. The number of campers able to attend each year is dependent on the number of volunteers, so if any of you are interested in attending future camps, I can certainly pass on the contact information.

The first year students include 14 full-time and 3 part-time

students. They are now settling into their schedules and getting a grasp on the numerous assignments to be completed this term. On September 19th, they hosted a potluck dinner for the interpreters in the community. These interpreters have agreed to mentor them through their first year by being their "twins". The students put on a veritable feast which is always an enjoyable way for interpreters and new students to first get acquainted. To assist working interpreters with ongoing professional development, Douglas College is offering medical interpreting courses beginning again this fall. Janice Jickels is the coordinator for all the medically related courses offered through the Douglas College Continuing Education Department. Karen Malcolm will facilitate the on-line course which began on October 1st. The ASL for Medical Settings I course is scheduled for the following weekends: February 2-3; March 2-3; and April 6-7. If you are interested in more information for these courses please access [www.douglas.bc.ca/ce/asl/asl-medical.html](http://www.douglas.bc.ca/ce/asl/asl-medical.html), or call 604-527-5671.

Our new CTELL lab held an Open House on September 19th for people in the community to come and see the state-of-the-art equipment students now use to enhance their learning of ASL and interpretation skills. Using this new equipment, students are able to videotape themselves more easily and receive feedback on their developing ASL and interpreting skills. Video materials for practice are housed directly on the computers at each workstation, so access to practice materials for students has greatly increased. As faculty become more familiar with the technical capabilities of the lab, we anticipate even greater benefits for student learning.

Douglas College continues to support the relationship we have with the deaf community which enables students to practice their interpretation skills while community members benefit by receiving interpretation services. To ensure the assignments are suitable for students, a faculty member screens all requests. If you require volunteer interpreting services, please direct them to call 527-5552 #1 or 527-5133 tty. Please note that we need to receive requests for service two weeks prior to the event in order to check the students' schedules.

### REMEMBER

DOUGLAS COLLEGE  
VOLUNTEER INTERPRETERS

604 527-5552 #1 (voice)



604 527-5133 (tty)

**F.Y.I**

### DEAF STUDIES - DRAMA

If you have any costumes, signing dolls, props, masks or clothes at home that you want to donate to me. I would be happy to have it.

Thank you,

Grace Szakun  
Deaf Studies Teacher  
BCSD @ South Slope

Phone #: 604 664 8300 (voice)  
604 664 8304 (TTY)  
604 664 8308 (fax)  
email: [gszakun@southslope.sd41.bc.ca](mailto:gszakun@southslope.sd41.bc.ca)

### Richmond Centre has a signing Santa!

Richmond Centre is pleased to announce that their Santa knows sign language. We invite all families to come to the centre to visit with our signing Santa.

Our signing Santa is available Monday to Friday from 10:00am - 12:00pm, 1:00pm - 2:30pm and 3:00pm - 5:00pm except Tuesday, November 27th when he is available from 6:00pm - 8:00pm. We hope to see you there! Merry Christmas.

Please note that Santa is available on the evenings and weekends as well, but not our signing Santa. I'm not sure how many children read the newsletter so that's why I didn't include these hours, I don't want to spoil Christmas

for anyone! The evening hours during the week are 6:00pm -8:00pm, the hours for Saturday 10:00am - 12:00pm, 1:00pm -2:30pm, 3:00pm -5:00pm and 6:00pm -8:00pm and Sundays are 12:00pm -2:00pm and 3:00-5:00pm.

### Metrotown Sign Language Day with Santa

Thursday Dec 13th from  
11:00 until 8:00 pm at  
Metrotown Centre, Burnaby



### HOME FOR FRISKEE

I am looking for a loving home for a beautiful, all white, shorthaired adult, special needs, tattooed and neutered male cat. "Friskee" is deaf. He is up to date with all of his shots and is in excellent health. He has one blue eye and one green eye. He is fully house-trained and absolutely lovely. He is definitely an indoor only cat - for obvious safety reasons. He does not initially get along with other animals but given time they can become friends (or at least tolerant of one another - I have 2 dogs, another male cat and a mouse). Due to the fact that he is deaf, he startles easily so other pets (and perhaps young children - my children are older) make him nervous. He is a real "people person" cat. If you are interested in meeting "Friskee" please give me a call at 604 984 1759 or email me at [bbriscoe@capcollege.bc.ca](mailto:bbriscoe@capcollege.bc.ca) Thanks a million, Brenda

### Its the time of year to GIVE ..... to help out the Homeless

Hosted G.V.A.D., Social Director, Babette Ristau

There are a few deaf homeless people that live on the streets of downtown, Vancouver B.C.

I'm asking all you to donate any warm clothes and blankets

Drop off at my place:

Apt 203 , 417 Eight Street  
New Westminster B.C.

### F.Y.I. cont'd

(Please email me beautyredbiker@shaw.ca or wildbabe57@shaw.ca before you drop off)

ALSO, I need three volunteers (two men and one woman) to join with me to SERVE Christmas Dinner. Please let me know if you are interested in helping me.

### NEED A TUTOR?

**Carver Tutorial Services for Deaf and hard of Hearing Students.** Contact Roger or Shelly Carver @604.576.0919 (v/tty) or email: carver@shaw.ca. See attached flyer.

**Theresa Sam** - B.A., B.Ed, 21 years working with students. Is available to tutor k - 7 (all students, as well as ESL, hearing impaired and deaf). Contact Theresa @ (604) 738-9773

### HEARING AIDS FOR SALE

One pair of Unitron US80-PP hearing aids, 5 years old for sale, \$600, purchase price was \$1,200. Works fine, hardly used (that's why for sale)

One hearing aid Siemens 604 P, 8 years old for \$300. Works well, hardly used. (lost other pair)

Contact Shannon at nepsa2@silk.net if interested

### BABY-SITTERS NEEDED"

**Okay, so this isn't exactly fun, but**

**GVAD is on the hunt for babysitters. The time frame is week nights, February to May.**

**If you are interested, and want more info?**

**Contact: Cecilia Tung -GVAD Program  
Coordinat or at  
gvad@gv ad.com**



### WEBSITES

Captioning website: [www.cfv.org](http://www.cfv.org)

Movie website: check out this great website. It

lists all the movies that either have d/Deaf actors or have a deaf storyline.  
[www.disabilityfilms.co.uk/deaf1/d1dex.htm](http://www.disabilityfilms.co.uk/deaf1/d1dex.htm)

**FNDC FAMILY NETWORK FOR DEAF CHILDREN  
 2001/2002 MEMBERSHIP FORM  
 P.O. Box 50075, South Slope R.P.O  
 Burnaby, BC V5J 5G3**

[ ] I want to become a member of the Family Network for Deaf Children, a non-profit society, providing support and information.

**Memberships are valid April 1, 2001 - March 31, 2002**

Please select the membership category which applies to you:

- |                          |   |         |
|--------------------------|---|---------|
| <input type="checkbox"/> | Family membership for families of Deaf children<br>Any parent or legal guardian of a Deaf child is entitled to vote. One vote per family. | \$15.00 |
| <input type="checkbox"/> | Individual membership **  | \$15.00 |
| <input type="checkbox"/> | Organizations/School Districts/Service Providers **<br>** non-voting  | \$25.00 |

Please check:                     NEW MEMBERSHIP  
     RENEWAL

AMOUNT ENCLOSED: \$ \_\_\_\_\_

Receipts for Membership dues

If you would like a receipt of your payment mailed to you, please let us know.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ EMAIL ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ PROVINCE: \_\_\_\_\_ POSTAL CODE: \_\_\_\_\_

HOME TELEPHONE: \_\_\_\_\_  voice  TTY  both

WORK TELEPHONE: \_\_\_\_\_  voice  TTY  both

CHILD'S NAME: \_\_\_\_\_ /AGE: \_\_\_\_\_  
 CHILD'S NAME: \_\_\_\_\_ /AGE: \_\_\_\_\_  
 CHILD'S NAME: \_\_\_\_\_ /AGE: \_\_\_\_\_

Please indicate which child is d/Deaf with a \*.

IN ADDITION TO MY MEMBERSHIP I WOULD LIKE TO MAKE A DONATION OF \$ \_\_\_\_\_.  
 Registered charitable #: 88622 5655 RR0001

Please make your cheque payable to FNDC Family Network for Deaf Children and return to the above address

**Thank you for your support!**

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## WHAT FNDC IS ALL ABOUT?

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- FNDC believes that families are vital in ensuring that deaf children reach their full potential through a supportive home environment.
- FNDC believes that families have the right to make informed choices based on the needs of the deaf child and the family.
- FNDC believes that deaf children have the right to a quality education in a language that is 100% visually accessible.
- FNDC believes that each child is unique and has individual abilities and needs that must be recognized.
- FNDC believes that the rich and varied experiences and language of the Deaf community are an important and valuable resource for deaf children and their families.

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## WHO IS FNDC?

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FNDC is a non-profit society that was founded

in March, 1995 to bring together families of deaf children in British Columbia who share common concerns.

Through our newsletter we are able to share information with our members and provide an opportunity for families to network with each other.

With the support of our members, we hope to grow into an organization that provides workshops, networking via the internet and educating the hearing community and the Provincial Government on issues that are common and important to us all.

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## MEMBERSHIP

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Membership is open to those who support the goals of our organization. All FNDC members receive:

- a one year subscription to our newsletter (which is published three times a year)
- Family Network for Deaf Children's province-wide parent network.
- Update bulletins and information notices regarding upcoming workshops and

courses and videos presented by FNDC.

**ATTACHED FLYERS .....**

- **Okanagan ASL Weekend (Feb. 2002)**
- **DYT Okanagan (Mime) (Feb. 2002)**
- **Hit the Ceiling: Raise the Roof**
- **Carver Tutorial Services**
- **Ice Skating with Santa (Dec. 16)**