



family network for deaf children

and our deaf program

deaf youth today

Winter 2005

Newsletter

FNDC's primary goal is to gather and share information with deaf and hard of hearing youth, their families, as well as the professional and social communities that support them.



Update



As you read this newsletter, your family is probably preparing for the Christmas break from school. Time really does go fast, doesn't it? Merry Christmas and Happy New Year 2006 to everyone!

As promised in the last newsletter, I would talk about Deaf Employment.

Investing in Deaf Youth!

Deaf Employment. Take a minute to think about it. You are reading this newsletter, and like me, probably haven't given much thought to the employment (or lack of employment) for deaf and hard of hearing youth and adults.

Are there deaf and hard of hearing people employed in your local community? Do you have a deaf/hh child and wonder who will employ your child in the future?

I remember vividly the day that "deaf employment" was brought to my attention. Greater Vancouver Association of the Deaf (GVAD) was transferring their contract for the Deaf youth program over to FNDC (we later renamed that program: Deaf Youth Today).

Forrest Smith, a Deaf adult (representing GVAD) asked to meet with me to talk about the contract. I had fully expected him to talk with me about social/recreation programs for deaf youth – which of course he did, but he had much more to say. GVAD was transferring this contract, and it was almost as if Forrest was carrying a "box" of something very fragile. He wanted to make sure that FNDC recognized the value of

this item before we could be trusted with it.

During the meeting, Forrest's expression was serious and determined. He was on a mission. He wanted to talk about employment for D/deaf youth. He wanted me to know how difficult it is for deaf youth to gain work experience and find employment.

I have to admit, at the time, I was very stubborn and really thought that this contract was only about "entertaining" deaf children and youth in summer programs, and I felt that hiring deaf or hearing individuals to work in those programs would be a piece of cake! It was about programs and not employment was what I thought. Here was a man sitting across from me that telling me that programs and employment needed go hand in hand.

Forrest reminded me that FNDC had a social responsibility to invest in deaf youth in preparing them for work force. At the same time, Colleen Peterson, President of the FNDC Board, was passionate about the same issue, and gave a long and forceful speech to the FNDC board. She was adamant that in fact, if we didn't invest in deaf youth – we would not be an organization worthy of anyone's respect.

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Inside



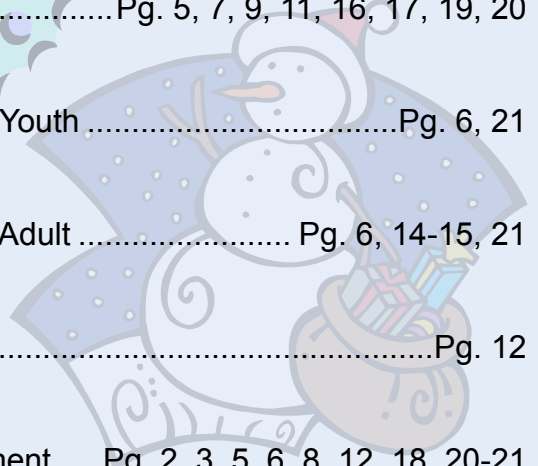
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The wisdom of “those that have been there” was shared with the parents of younger deaf children. Thank you for your wisdom!

Over the years, we have employed many deaf young people. This past summer we employed 6 full time summer Deaf staff. We have also trained and hired several Deaf Buddies to work with families with deaf children throughout the year.

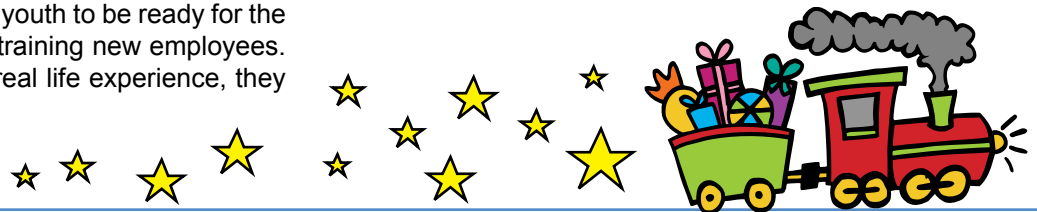
The positive side to this is: we are investing in deaf youth. The negative side is that every time that d/Deaf young adults gain experience with us they move on to better - more full time employment. HALLELUJAH! That is how it is supposed to work, isn't it? Deaf Youth Today is a stepping stone.

So, parents of deaf children/youth out there – please be patience with us: we are training deaf youth to be ready for the workforce. This often means we are training new employees. In order for any young people to get real life experience, they

need to be given training, opportunities, and the ability to sometimes make mistakes.

Thanks Colleen! Thanks Forrest – you guided FNDC into a direction that perhaps a group of parents of younger deaf children may never have realized. Your wisdom was invaluable.

And to all the parents of younger deaf children – don't forget to chat with parents of older deaf kids and d/Deaf adults – they have lots of wisdom and experience to share.



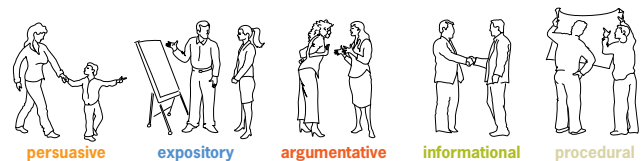
Still Talking...

Interactive DVD-Roms with situational examples for ASL interpreters.

Still Talking revolutionizes the learning experience for you. We talk you through the interpreting process by providing you with real-world prep interaction with the participants prior to beginning your interpretation, helpful hints on how to interpret each utterance and suggested interpretations following each statement. We end with a modeled interpretation, followed by comments from the interpreter on their interpretation.

Each of the twenty 30 minute scenarios demonstrates Consecutive Interpretation atwork.

Five Interactive DVD-Roms



For more information, please visit our web site at www.stilllearning.ca or call 604.437.4833.



FAMILY NETWORK FOR DEAF
CHILDREN has just released a new
DVD



SIGNING DVD'S

“MORE ... SIGNING FOR SENSE”

This DVD and Booklet - “More Signing for Sense” role-plays communication challenges, and works through how to make better visual sense when communicating with your deaf or hard of hearing family member. This is an excellent videotape for families that know some sign language, but are struggling with how to make better “sense” out of the meaning they are trying to convey. A workbook accompanies this videotape. If you benefited from the first Signing for Sense video, you will find this one just as helpful! “More ... Signing for Sense” is Part 2 of the popular Signing for Sense videotape.

Cost to families with deaf and hard of hearing family members: **free**

Dvd's/workbooks will be available through Services for Family & Community Development (SFCD), Family Support Program.

To receive a copy, please contact: SFCD at: (604) 660-5507 (604) 660-5509 tty

*These videotapes were made possible by grants received from
The Ministry of Children and Family Development (British Columbia);*

Youth Transition Program

“A journey of a thousand miles must begin with a single step”

- Lao-Tzu

Have you ever felt pressured or rushed to make decisions regarding your future? Overwhelmed with too many decisions? Not sure about your short and long term goals? Where to start? Who can help me? Those questions are common feelings of those who are transitioning into adulthood.

The transition into adulthood can be challenging for deaf and hard of hearing youth and their families. As adolescents near adulthood, many important decisions about education, employment, living arrangements, and finances need to be made.

Good news! The Provincial Services for the Deaf and Hard of Hearing is excited to offer a new program – **The Youth Transition Program (YTP)**.

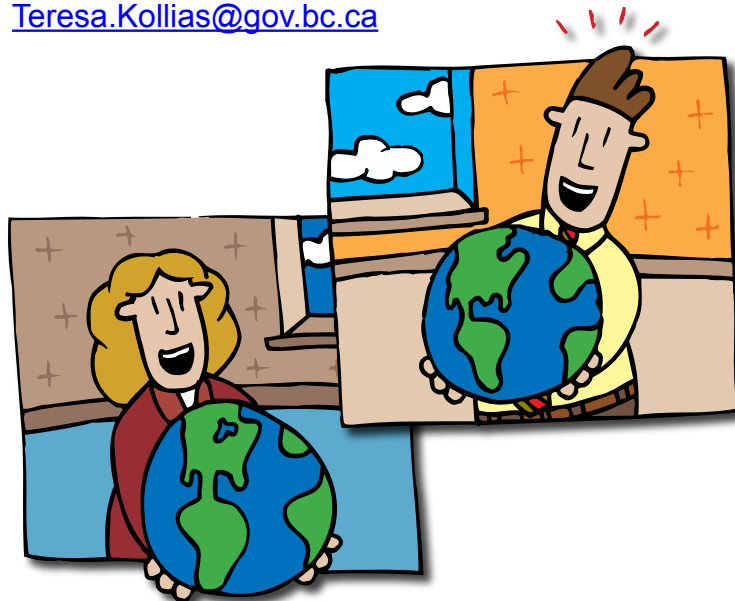
The YTP is a resource program for deaf, hard of hearing, and deaf blind youth (ages 17-21). The transition years, from adolescence to early adulthood, present a critical developmental period. Planning for the future is a vital task to ensure successful transition.

As a resource, YTP offers a unique link for youth towards building their network of support and creating their path towards adulthood. YTP services include one-to-one support from a Youth Transition Specialist in the development of an Individual Transition Plan (ITP), client/family/community

planning meetings, goal setting, appointment support, assessment of strengths and interests, and connection to community resources.

Melissa Campbell and Teresa Kollias have been hired as Youth Transition Specialists. Both have experience and training in working with youth and have personal transition experience as deaf people.

For more information about the Youth Transition Program, you can view the website at: <http://www.mcf.gov.bc.ca/psdhh/> or contact us at: 604.660.1800v, 604.660.1807 TTY or 604.660.1859 Fax or Email: Melissa.Campbell@gov.bc.ca or Teresa.Kollias@gov.bc.ca



Transition Tips for Families: *In an effort to assist deaf, hard of hearing and deaf-blind youth in building independence, families are strongly encouraged to invest in vibrating or flashing alarm clocks so that youth can wake themselves in the morning. This is one simple step that can develop their independence.*

Who Are You?

Submitted by: Douglas G. Lambert

I see a common issue with the students I work with between the ages of 8 to 12 – identity becomes a big question, and some deaf kids will say, “I wish I was hearing. I wish I could hear.”

I experienced this myself when I was that age. I lived at the dorm and had a hearing family and I remember wishing that I could be “hearing”.

As young peoples’ bodies and minds change and grow, I think it is normal to be curious and to wonder what it would be like not be deaf. I want to encourage parents not to be upset if their child goes through this phase of wishing and wondering.

I remember that I thought about being hearing for a short time and then I learned to accept who I am – I focused on what I can do. I can do everything except hear.

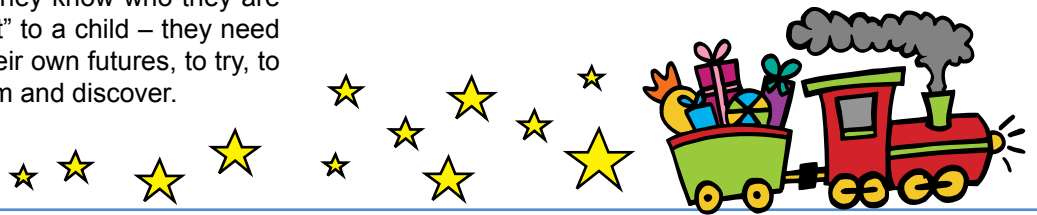
Some kids really puzzle about how they fit in the deaf world and the hearing world. What is most important is who they are, as person, not what they do with their ears.

Deaf kids should be encouraged to be active, to participate, to socialize, to communicate so that they know who they are as a whole person. I never say “can’t” to a child – they need the freedom and creativity to make their own futures, to try, to learn, to grow. Children need to dream and discover.

I remember my Mom used to say to me, “what can we do?” She taught me to accept what I cannot change. I learned that things happen in life and we just keep learning – attitude is most important. I know that I can be a struggle, but parents can model acceptance for their children. Don’t worry too much about your children - hearing, deaf or hard of hearing. Just enjoy your child and watch him or her grow.

I encourage all people who are lucky to be involved in the lives of children to remember to value and respect the whole child. The goal is to develop good citizens.

About the author: Douglas Lambert is Deaf, lives in Burnaby, and works as a Youth and Childcare Counsellor at the B.C. School for the Deaf (BCSD). Doug is actively involved in curling, and has shared his knowledge with many Deaf youth over the years. Doug has written several articles, based on his own experiences. Thanks for sharing with us again!



Qualified Interpreters for School Districts

Does your child’s school district need assistance recruiting qualified interpreters?

If so, contact: avlic@avlic.ca

Association of Visual Language Interpreters of Canada (AVLIC)

Deaf Grad 2006

Tickets Available Now – PLEASE BOOK YOURS IMMEDIATELY

TO 2006 DEAF AND HARD OF HEARING GRADS THROUGHOUT BC, YOUR PARENTS, YOUR GRANDPARENTS, YOUR FRIENDS, MENTORS, PAST TEACHERS AND MEMBERS OF THE DEAF COMMUNITY.

Please join us in celebrating with a very large group of deaf & hard of hearing grads from throughout BC. We ask that they all come together to commemorate their accomplishment at a big reception, dinner and dance party in April.

This could be the last big group that graduates together and we want to send them off into the big world with a huge party in their honour.

Date: Saturday, April 22nd

Location:

Copper Room
Newlands Golf & Country Club
2105 – 48th Avenue
Langley

Dress: Formal – Semi-Formal

Cost: \$50 (includes a buffet, unlimited pop, & dancing)

Time: 6:30 – 1:00 a.m.



NOTE: THERE ARE A LIMITED AMOUNT OF TICKETS (80). WE MUST SELL-OUT TO COVER COSTS AS THIS IS A PRIVATE FUNCTION ORGANIZED BY PARENTS. PLEASE PHONE OR EMAIL TO RESERVE AND PRE-PAY YOUR TICKETS BY FEBRUARY 15TH. IF WE ARENT SOLD-OUT NEAR THAT DATE, WE'LL HAVE TO CANCEL.

TO BOOK YOUR TICKETS: k-sanderson@shaw.ca (604) 535 –9810

Thank you to David McGregor's Mom Trish for helping to keep the costs down as she works at Newlands! It is greatly.

Gregory's Secret Deaf Historical Tidbits (tips)

For Social Studies Classroom Situations

Submitted By: Greg Desrosiers

As a Social Studies Teacher of the Deaf to secondary students, I have twenty six years of teaching and tutoring experience in deaf programs in my career. I decided to reveal a positive article of my successful teaching secrets to deaf students.

Last October my wife, Linda and I visited the Iowa School for the Deaf for the 150th Year Anniversary celebration, as well as Alumni Student Reunions (which I had sponsored in the past from 1986 to 1992). A great number of my former pupils approached me with their hugs and outstanding remarks about how much they benefited and appreciated my teaching of history and government to them. This boosted my self esteem as a teacher! I asked them to tell me what it was that they loved. They confessed to me that it was the great recollection of deaf historical accounts that apply to World History and the preference in the use of ASL in their classroom situations that they most benefited from. They saw history come alive in my classroom. I used my teaching tips to make this happen for deaf learners.

From my own teaching experience with the deaf students, I would like to stress that American Sign Language (ASL) is the Deaf community's natural language because they are visual learners. Adding English sign systems to ASL is stressful for the ASL users and simply fingerspelling historical terms like M-A-R-X-I-S-M is much preferred.

Additionally, another teaching tip of mine, the teachers should use is the 4Es – **Elaboration, Enhancement, Embodiment, and Expression** to explain the meaning of abstract terms like 'anarchy' or 'totalitarianism'.

Elaboration is the highlighting a visual image of each character. For example, describing the location of the Plains of Abraham in Quebec City.

Enhancement is the highlighting of the way a character acts or describing the emotions. For example, describing the surprise attack of the British redcoats against the French army soldiers in terms of the emotions.

Embodiment just adds colour and texture to the story, describing conflict to help students understand better the story; using role shifting for opposites. For example, the British army vs. French army.

Expression stresses using facial expressions to enhance characterization as well as character shifts; showing emotions through body language.

The 4Es idea comes from my old university classmate, Brenda Liebman Aron. It makes sense to me to convey the visual

messages clearly and vividly to the deaf learners because the 4Es is a perfect teaching tool to match with their deaf learner's cognitive skills.

Most importantly, the addition of deaf historical accounts is greatly appreciated by the deaf high schoolers while they are studying the specific units in Social Studies. For example, since they are undertaking to learn the French Revolution from 1789 to 1799, my tendency is to add some interesting deaf stories to engage the student's attention during the same unit. For example, Abbe Roch-Ambroise Sicard, a hearing priest and director with the deaf French boys at the St. Jacqui Institution for the Deaf was persecuted by the National Assembly which was anti-royal and anti-clergy. The deaf teacher named Jean Massieu saved Father Sicard from court persecution. Eventually, a few years later, during the Reign of Terror, a group of deaf boys saved Abbe Sicard again from the guillotine.

There are many interesting story attractions in deaf heritage during the French Revolution. *When the Mind Hears: A History of the Deaf* by Harlan Lane is an excellent eloquent historical book for the deaf students with its statements of what it means to a deaf person and what it means to have been living in France during an important period in history.

Another great historical book *The Deaf Experience* edited by Harlan Lane is highly recommended for deaf heritage for interested secondary students. *Laurent Clerc: The Story of His Early Years* by Cathryn Carroll is an entertaining book for the upper elementary deaf students because of the colorful history of the French Revolution and the Napoleonic Era.

The bottom line is that the deaf students should feel bonded to deaf history to foster their self-esteem and then inevitably, deaf heritage makes sense to them. At this point, I borrow Roberta McKay's quote: "The power of literature rests in its ability to engage simultaneously with the feelings and thoughts of the reader and listener. Young people need to be introduced to literature as a source of wonder, delight, joy, as a window on the human condition." This quote comes from Roberta McKay's *Promoting Aesthetic Experience: Responding to Literature in Social Studies*.

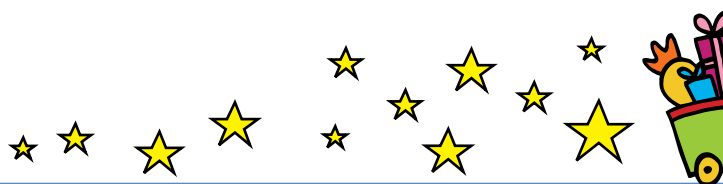
I feel that the role of literature incorporated with social studies can engage deaf learners if there is a great deal of pictorial background incorporated with narrative texts. The illustrations allow the deaf readers to feel a variety of emotions and reactions. They in turn are able to respond to the featured stories as well as learn new vocabulary because of these full-action stories.

I will write a future article on more successful teaching tips for deaf students in Social Studies classroom situations.

About the author: Greg and his wife Linda, both Deaf, live in Cloverdale. They are the proud owners of two Deaf Dalmatians that understand more than thirty signals. Greg and Linda have taught at British Columbia School for the Deaf since 1996. Greg is actively involved in Canadian Deaf Sports Association as an Internal Affairs Director, Greater Vancouver Association of the Deaf as a vice-president, International Lutheran Association of the Deaf as a President-elect, Canadian Education Association of the Deaf and Hard of Hearing as a member of the Executive Board, and a layman at Trinity Lutheran Church of the Deaf.

Greg's hobbies are creating dioramas of the famous battles in miniature scale including the Battle of Gettysburg (1863), Custer's Last Stand (1876), the Battle of Stalingrad (1943) and the Battle of Waterloo (1815) to engage the deaf learners visually for their academic purposes. Greg is still continuing to paint miniature soldiers up to date in order to ease his stress. In addition, he has collected an array of over 400 Napoleonic military books for reading leisurely.

If you wish to ask questions or comments, you are welcome to connect with Greg anytime via email at: gpdessrosiers@south.sd41.bc.ca. Greg looks forward to hearing from you!



They're Here, and They're Free!!!

Funding provided by the Provincial Health Services Authority.

Medical Interpreting Services (MIS) now has Key tags! With help from TB Vets, who have a number of Deaf employees, MIS has created three different key tags with all their regular appointment and Emergency contact information:

- 1) Lower Mainland tags- are available at WIDHH, Victory Hill, the GVAD office, and the Well Being Program.
- 2) Vancouver Island tags- are available at IDHHC.
- 3) Tags for all other regions in BC - please contact MIS for further details.

These key tags are small and convenient; you'll never have to search for the MIS business card again!

Medical Interpreting Services provides qualified interpreters for persons who are Deaf, Deaf-Blind and Hard of Hearing. Our goal is to provide effective communication in the delivery of health care services for non-emergency and emergency situations.

If you are unable to pick up your key tags, and need to have one mailed to you, please contact: Medical Interpreting Services at:

Vancouver TTY 604-736-7099; TTY Toll Free 1-877-736-7099; Vancouver Voice 604-736-7012; Voice Toll Free 1-877-736-7012

Independence – The Dilemma

When do you get it? When do you want it?

Submitted by: *Lori Bos* (loribos@shaw.ca)

Your child is 5 and it is her first day of Kindergarten. Yee haw, you have been looking forward to this for so long – finally 5 hours a day to do your own thing. Although a little scary for you as you don't know how she could possibly survive without your guiding hand but it is so exciting for the child because she gets to learn without your guiding hand getting in her way! Your little girl is growing up, starting her adventure on the road to independence!

You are happy but you start to suffer separation anxiety because she isn't with you all day (sometimes a blessing!) and her social circle is expanding. You get over that. You start enjoying some of the "alone time" – maybe your house is cleaner, maybe you can watch an entire "talk show" without interruptions, maybe you start a new job, maybe you go out for coffee and have real adult conversations again. Who knows, everyone is different. What isn't different is that as time goes by and your child gradually grows and matures she starts making independent decisions – wants to visit friends after school, wants friends at her house, wants sleepovers, wants to join Brownies or a church group or go to swimming lessons or join other teams and camps. Isn't this great, she is making friends and developing a network of learning opportunities that will structure her future likes, dislikes, abilities and disabilities. Although she is unaware of this HUGE achievement and the future implications, she is on the road to establishing her own identity. Of course, as parents, you attend as many events as you can but you are not going to visit her friends with her or go to Brownie meetings or the Parks and Rec Program. Despite the fact that she doesn't want you there anyway, it is her time to grow more independent and feel more confident in herself to be able to reach out to others and not have her parents watching her every move. Soon enough, she will making her own decisions (whether right or wrong) because she will have been able to gain this valuable, very normal experience on the "growing up" path.

OOPS – wrong scenario. I have been talking about a hearing child not a deaf one!! Do our deaf kids follow the same path or do we manufacture the path to independence? Deaf kids always have adults around making the decisions. When do they get to spread their wings? And when do we, (as parents), let go?

Now that my deaf child is in school we shift our focus to a "behind the scenes manager" trying to make easy transitions for her and putting out fires before they start.

Does she have a good interpreter? After the meetings, correspondence and info sharing with the school board for the past year and a half (I hope they listened to my requests), I sure hope so. They assure me that the professionals know

what they are doing and for me not to worry. I think: Kind of hard to be independent if the communication isn't clear and accessible?

Is there anyone else that understands signing? Do I ask the signing aid/interpreter to show others how to communicate? Do I ask the Teacher of the Deaf to intervene – and do they know enough sign to understand the 5, 6, 7, 8 year old? Maybe I should make up some signing games and flashcards for the class to use and hope that the teacher will incorporate it? Maybe one of the kids will take an interest in signing. Maybe someone will "sign up" for the basic signing class that I setup. Seems everyone WANTS to learn, but no one has the time. I think: Kind of hard to be independent if nobody understands you.

Will she be ignored by adults and kids because "they don't get it"? Let's give it some time to see how things play out. After 6 years of countless professionals giving reminders of how to "include the deaf child", not a whole lot has changed, although some people have made a great effort. Some is better than none, right? Although there are many reasons why people are uncomfortable, communication is a 2-way street and both sides have to participate. I think: Kind of hard to be independent if neither side takes the time to understand.

How will she communicate with other kids? She is always identified as "needing" an interpreter (usually an adult) to have any "real" conversations or conflict resolution (don't want to go there!), fight her own battles or discuss rules or games. Group discussions probably won't happen without adult intervention!! If the adult isn't around then what happens? I think: Kind of hard to be independent when you are always dependent on someone.

Will she find some friends? This is so important to me. I want her to develop some kind of social circle. Not everyone gets along and becomes friends but you have to start somewhere. Mom gets to go with her to visit her friends. Mom has to like the friend and enjoy the friend's parents so everyone is comfortable "visiting". The visits at a young age are more natural - more playing and less talking. Now, its more talking and the visits are becoming more complicated and frustrating. It is a reality that kids don't want their parents around as they mature. But, with a deaf child, other parents want their independence and aren't interested in having a "mom" come with their child for every play date. Their child is gaining their independence but I wonder: is my child gaining hers, or becoming more dependent? Apparently the older they get the more independent they get. Hmmm??? You hope for friendships to evolve but how can they evolve without some intervention on your part? Will your child be dependent

or independent and why are you trying to make that decision for her?? Friends are made, not forced. I hope that my child develops the skills to be a good friend, so that she can make many friends. I think: Kind of hard to be independent when you can't gain the experience to reach your goal?

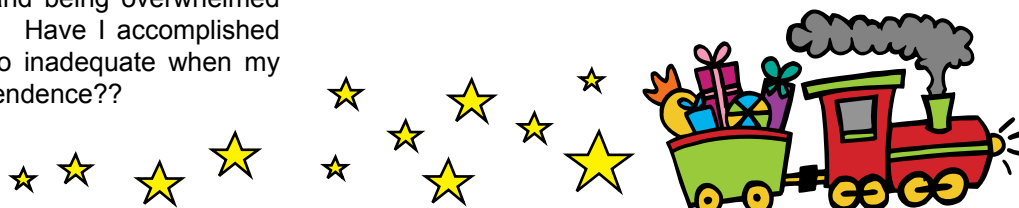
Does my child and the signing aide know enough sign to understand the teacher? (oh right, my school district told me not to worry about this) I don't know enough sign language to expand my child's vocabulary so who will do that? Is her behaviour OK? Should I be at the school as playground helper? Should I help out in the class so I get some real information on what she does and how she acts during the day and so I can promote some signing? Who is going to tell me if I don't see it first hand? I think: Can I let go?

So, what do I do with my extra free time now? Surf the net to find out when the next deaf event is, find more "deaf friendly" things to do, make up that deaf game or the signing sheets for the school, write that letter to the school board or the teacher or principal trying to explain how important an interpreter is and how some of the simple things they take for granted is very difficult for a deaf person. Or maybe I finally pick up one of the 5 signing dictionaries or "how to learn sign the quick way" books because now I am "going to learn to communicate better with my daughter". Aarghhh, my head is filled with things I should be doing and being overwhelmed with the things I need to start doing. Have I accomplished anything? I think: Why do I feel so inadequate when my daughter is starting this road to independence??

My daughter is growing up and maturing and beginning to make independent decisions. She wants to spend more time with friends and in activities. When I am unavailable or feel my skills are too limited for the situation I find an interpreter that is willing to interpret (for free or cheap). But I get jealous: Why do other parents sign their kids up and drop them off. The kids naturally develop their own relationships and social skills with the other kids and the leaders in the program. My child has to rely on an adult "watching" her EVERY move? It seems so unnatural. She wants to be independent – just ask her!! I think her stubbornness, her possible lack of appropriate social interaction and her communication plays a big role in that journey.

So what does INDPENDENCE really mean to a deaf child??? I guess that depends on the individual and their circumstances. For our family, we haven't really figured how it is playing out yet. I struggle because I don't want my daughter to lose out on opportunities that other kids have but I want her to be treated the same as everyone else. She isn't the same as everyone else. Every child is unique. Why do I worry??

About the author: Lori and her husband Andrew and daughter, Lynn live in Port Alberni. Lynn is in Grade 5 and attends her local school with a sign language aide.



My story...

Submitted by: Cecelia Klassen

As fate would have it deafness hit my family one more time. Several months ago, within a matter of two weeks, and for unknown reasons, my eldest brother lost all his hearing in both ears: profoundly deaf was the diagnosis.

Without hesitation, I immediately knew that a cochlear implant would be necessary. My brother and his wife will be traveling to the Lower Mainland for an assessment appointment at St. Paul's Hospital next week.

I can do a great job of "denial" – and this is a classic case of me going into denial over the whole hearing loss thing, but, like any good sister, I put the date on my calendar. If my brother needs me to write notes during the appointment – sure, I can do that. I will do the 'downtown' Vancouver drive in rush hour traffic. I will be his cheerleader and supporter. Hopefully he will be approved for his implant as quickly as possible, and this whole situation can be 'fixed' is my hope. Deep inside, I know there isn't a perfect "fix" and I know life has taken a different turn for him.

Our family tends to come from the "survival" mentality. So set the goal, find the resources, work towards it, and life will be just fine. Keep going. Don't wallow in self pity. Buy that tty, get those flashing lights, turn on the captioning - just keep going, going, going. Don't stop because when you stop – grief sets in. My mother taught us well.

It's a busy day at my house and the phone rings. It is the Telus Message Relay Centre (now, let me tell you ... I have communicated via MRC a b'zillion times in my life). **"Have you ever used MRC...?"** the Operator asked. **"Yeah, yeah"**, I reply cutting her off. I think to myself, surely to goodness our phone number should pop up on a huge flashing screen at Telus saying 'frequent flyer or something'? **But, yes, "go ahead, operator"**.

What I didn't realize was that this was 'voice over relay', and it would be my FIRST time to use this to communicate with my brother. How it works? He talks – (I hear his voice). I talk and MRC types my words so he can read what I'm saying. Simple – right?

Well ... when I heard my brother's voice, I was hit by a lightening bolt. This was a different voice – an 'accent' of sorts. This was the speech of a person with a hearing loss – it is not my brother's voice anymore. The hearing loss had begun to change his speech. He is deaf – late deafened as the term goes. I am suddenly hit by intense grief.

I'm thinking this is crazy. I'm now sobbing uncontrollably. (I bet the MRC dude is wondering what is going on!). I need to suck back the tears because I don't want my brother to know that I am crying for him. I don't want MRC to type:

<sister crying> on his tty.

I can't concentrate on this crazy phone call. Here is my brother, a man in his 50's – and this hearing loss has devastated his entire world (employment, social and family life)! I can't believe I am reacting like this. This has hit a trigger so to speak. Why am I crying? I gotta concentrate on the phone conversation ...

**"Are you coming on Sunday night or Monday morning?"
Go ahead operator.**

Again, I'm thinking: I work and socialize with deaf and hard of hearing people, and I don't see the disability. I only see the person. Why when I heard his voice did I "hear" a disability? Why have I never done that with other deaf and hard of hearing people? Why is this so different?

It's all coming back to me. My child's diagnosis - the pain, the feeling of hopelessness, the fear for the future, and all the work that lay ahead for our family. I am well aware of the barriers that have faced my daughter and those yet to come. I know, from experience, what an impact any amount of "hearing loss" has on a person's life. Set your goal: deny the grief. But, now the grief is flying in my face again. This is all so confusing. What is going on? Is it better to be born deaf or lose your hearing later? Do I even want to think about these questions? I need to concentrate on the phone conversation...

"... yep, its still raining in Vancouver, but I look forward to seeing you next week. Take care – love ya!" Thank you operator.

Thankfully the conversation is over.

My deaf daughter runs into the kitchen, with her sports bag over her shoulder, grabbing an apple and signing: "we're late for volleyball practice, and can I go to a movie tomorrow night with my friends"? She teases me that she is going to make me 'run lines' because we are late. I grab my keys and we leave the house laughing.

My daughter's journey continues. My brother's journey begins. Life is weird.

About the author: Cecelia and her husband Doug live in South Surrey with their 3 children, Annie (grade 11), Mari (grade 9), Deaf and Jacob (grade 7).

"Alone we can do so little, together we can do so much."

By Helen Keller

Just In Time For Christmas!!!

ORDER NOW FOR CHRISTMAS! THE LATEST SHIPMENT OF VIDEO PHONES HAS ARRIVED!

I have for sale the D-Link DVC-1000 i2eye Broadband Video Phone that sits on top of your TV and hooks up to the internet. It is far better than webcams. You will be able to carry on your conversations live "through TV" like a video-conference!

It's great for our Deaf community!

The price is now **\$229** CDN plus \$16.03 GST and PST \$16.03 plus \$15 (1.05 GST) shipping for a total of **\$277.11**. For this x-mas special, there is no credit card fee!

E-mail me right away at gords@shaw.ca or FAX the number below to put your order in...

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D-Link DVC-1000 i2eye Broadband Video Phone

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D-Link

D-Link DVC-1000 i2eye Broadband Video Phone

The D-Link DVC-1000 i2eye™ VideoPhone introduces the world of video conferencing over the Internet, to bring you and your family, friends and colleagues together. Since the DVC-1000 i2eye VideoPhone is a stand-alone device, you do not need a computer to video conference over the Internet.

The previously complicated process of conducting a video conference is simplified with the DVC-1000. Connect a standard telephone and a television to the DVC-1000, plug in a standard Ethernet network cable connected to your broadband Internet connection and you are ready to conduct real-time videoconferencing.



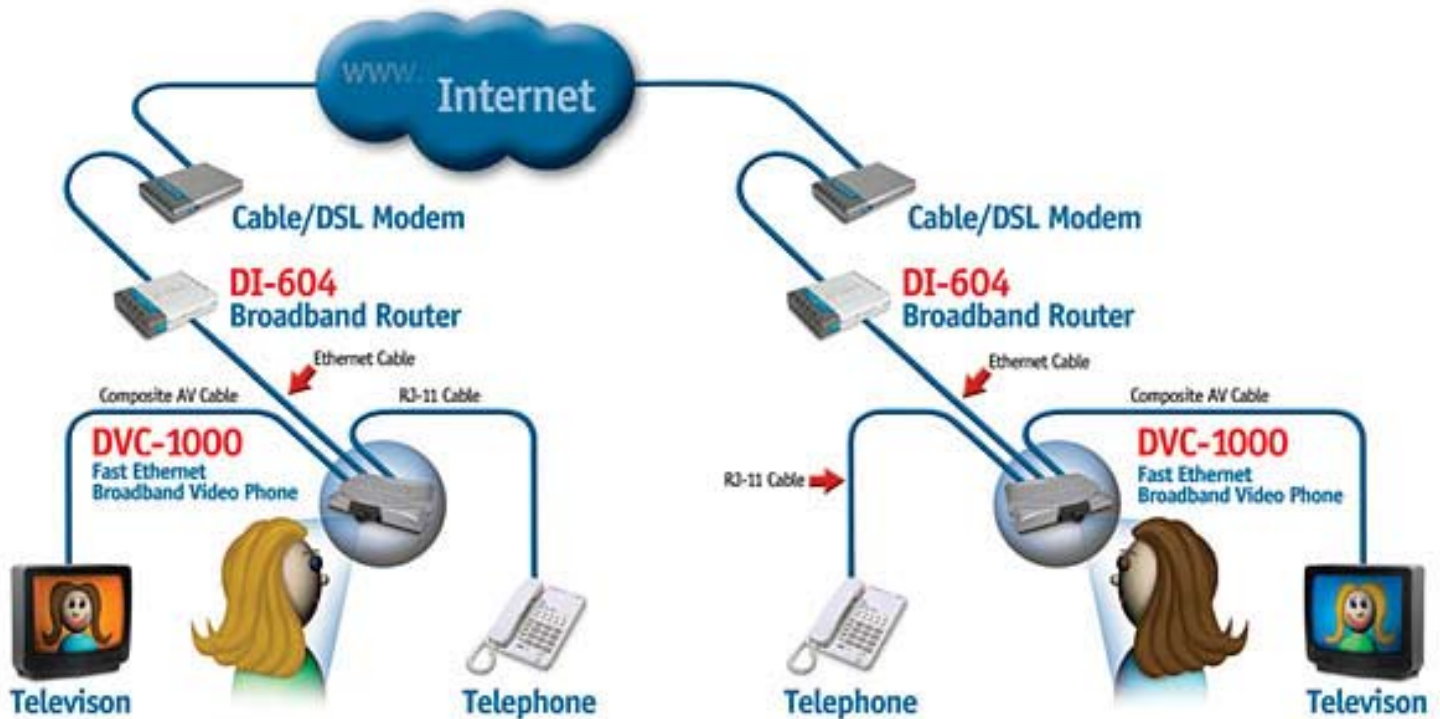
Website for Learning ASL

ASL educational website (6,000 signs)

<http://www.aslpro.com>

How Does a Videophone Work?

See illustrations below how it works. D-Link router model doesn't have to be DI-604. You can purchase any of new D-Link router. They all have pre-setup to connect with your videophone. Please read manual how to enable it or ask computer expert for help.



A great big thank you to *Knowledge Tech Consulting* for raising **\$720.00** at their Christmas party for Deaf Youth Today.

Thanks to David McGregor and Molly Feanny for representing Deaf Youth Today!

The David Peikoff Chair of Deafness Studies

Department of Educational Psychology
University of Alberta

Invites You to a Public Lecture

Visual Word Recognition in Deaf ASL Signers: A Comparison of Good vs Poor Readers

Presenter: Charlene Chamberlain, PhD
University of North Dakota
Department of Communication Sciences & Disorders

Dr. Charlene Chamberlain is currently a faculty member in the Department of Communication Sciences & Disorders at the University of North Dakota in Grand Forks. She teaches undergraduate and graduate courses in language development, developmental language disorders, and literacy development. She is also coordinator of a new undergraduate minor in ASL & Deaf Studies in the department, and teaches Introduction to Deaf Studies. Dr. Chamberlain has an honours degree in psychology from the University of Winnipeg in Manitoba, a clinical Master's degree in Speech-Language Pathology, and a PhD in Communication Sciences from McGill University.

Join us for her presentation on that focuses on how Deaf ASL signers recognize English words in print. This lecture focuses on an old question yet to be fully answered. Dr. Chamberlain will explain research that suggests that phonological processing, in particular, and word recognition skills, in general, may not fully explain the differences between Deaf good and poor readers. Other factors will be discussed, such as orthographic processing and general language proficiency.

When: Thursday January 19, 2006

Time: 7:00 pm – 9:00 pm

Where: Room 2-115 Education North, Education Building, University of Alberta

ASL/English interpretation and Real-Time Captioning will be provided. Wheelchair Accessible. Refreshments will be provided after the lecture.

For further information: Contact Dr. Debra Russell at debra.russell@ualberta.ca or (780) 492-1156.

David Peikoff Chair of Deafness Studies, Alberta School for the Deaf and Connect Society
present:



Reading Disabled or Language Deprived? Bilingual Education and Literacy in Deaf Signing Children

Charlene Chamberlain
Communication Sciences & Disorders, University of North Dakota

The oft-reported statistic of the low overall reading achievement (i.e., the 4th grade reading level) in deaf students belies an important reality: Deaf signing children are bilingual language learners and it is inappropriate to compare them to **monolingual hearing** children. At the very least, they should only be compared to other bilingual learners. As such, the **empirical** literature on literacy development in bilingual language learners has not received the attention it deserves in bilingual deaf education literature. The impact this has for general language policies is far-reaching.

In this interactive workshop, I will present empirical data that will demonstrate that ASL proficiency is not just “correlated” with reading comprehension. Two points are clear from these data: one is that if they sign well, they read well; and the converse is true, if they do not sign well, they will not read well. This second point suggests that many deaf signers experience deleterious levels of language deprivation in ASL that must be addressed. Next, I will review selections of empirical data from the hearing bilingual education literature to demonstrate the delays in L2 reading and academic achievement (English) often found in Deaf signing children is comparable to the L2 delays found in hearing bilingual students. These data suggest that the comparing Deaf signing students to hearing monolinguals is inappropriate. Through out, teachers and others who work with Deaf signing children in the classroom are encouraged to share their experiences. My hope is that when scientists and teachers are brought together, we can begin to develop an empirical database on the literacy and academic achievement in deaf signing children comparable to the hearing bilingual literature, which is necessary for the future development of deaf children.

About the Presenter: Dr. Charlene Chamberlain is currently a faculty member in the Department of Communication Sciences & Disorders at the University of North Dakota in Grand Forks. She teaches undergraduate and graduate courses in language development, developmental language disorders, and literacy development. She is also coordinator of a new undergraduate minor in ASL & Deaf Studies in the department, and teaches Introduction to Deaf Studies. Dr. Chamberlain has an honours degree in psychology from the University of Winnipeg in Manitoba, and a clinical Master’s degree in Speech-Language Pathology and a PhD in Communication Sciences from McGill University.

When: Friday, Jan. 20/06, 9 am – 12 pm
Where: Alberta School for the Deaf, 6240 – 113 Street, Edmonton
Cost: \$25.00

Name: _____

Address: _____

Phone: _____

E-mail: _____

Interpretation Requested: _____

Please send cheque or money order with completed registration payable to WCCSD,
c/o 6-102 Education North, University of Alberta, Edmonton, AB T6G 2G5

Note: NSF cheques will be subject to a \$20.00 processing fee.

For further information, please contact Deb Russell at debra.russell@ualberta.ca or by phone: (780) 492-1156.

Ukrainians Remember 'Sign' Of Change

CBC News Website: Wed, 23 Nov 2005 19:56:33 EST
<http://www.cbc.ca/story/world/national/2005/11/23/ukraine051123.html>

As Ukrainians mark the first anniversary of their Orange Revolution, an unlikely hero is being recognized, one that said nothing, kept quiet, but still managed to help change the course of history. Natalya Dmytruk says she's not a hero, but millions of people in Ukraine see it differently. One year ago it was Dmytruk who said in sign language, on government-controlled national television, what couldn't be reported openly: that Ukraine's election results had been falsified.

"Our President is Yushchenko. I'm disgusted that I was forced to translate the lies until now," she signed on national television.

Dmytruk says she wasn't trying to be courageous, she simply wanted her deaf parents at home, and people like them, to know what was really going on.

"Yes of course I was afraid," she says, "I could have lost my job, the government could have had me put into asphalt."

Instead her bravery inspired some Ukrainian journalists to

issue public apologies and promise to tell the truth. She made her decision after the existing regime of Viktor Yanukovitch tried to rig the presidential election in November 2004. An estimated one million people flooded Kiev's Victory Square to demand a new vote. They surprised the world by staying there until that happened, and remained until just before Yushchenko's inauguration as the country's new leader.

A year ago, protesters made history. Her sign-language protest helped non-deaf Ukrainians hear about the spreading revolt in their country. But it was also a liberating gesture for the country's deaf and hearing impaired.

Before the fraudulent vote many of its members were bribed or frightened into voting for the government candidate. They also had no good sources of information on politics other than than Dmytruk's sign language broadcasts.

"For us deaf people it was a real revelation, because we had no information about what was going on. What she did was heroic," said historian Vladimir Skurchinski.

Vancouver School Board – Continuing Education Offers Interpreters

The Vancouver School Board – Continuing Education offers sign language interpreters for deaf individuals that take their courses. Are you wanting to take floral arranging, Asian cooking, Auto maintenance, Photography, Computer technology etc.... Well, check out Vancouver School Board's website, and register for a course. In order to book an interpreter, follow the procedure below. This information was obtained from the Vancouver School Board website:

<http://www.contuinged.ca>

First sign up and pay for your course, and then request a sign language interpreter (see below).

What if I need a Sign Language Interpreter?

The Vancouver School Board will attempt to provide a sign language interpreter if required. This service is contingent upon being able to hire sufficient interpreters who are willing to commit themselves for the duration of the course. A written

request for this service is to be received by the Manager, Continuing & International Education, 1580 West Broadway, Vancouver, B.C. V6J 5K8 a minimum of two weeks prior to the start of the class.

Provide the following details:

- o name of course and course #
- o location of course
- o your name, address & message phone #

In the meantime, register for the course using any of the registration methods listed in the Registration section of this site.

Editor's note: does anyone know if Continuing Education programs in other school districts offer this?

Human Rights - Canadian Cases

No Challenge Too Great for Deaf Lawyer

From: Depart of Justice, Canada website: <http://canada.justice.gc.ca/en/dept/pub/jc/vol1/no2/deaf.html>

By STEPHEN BINDMAN, The Front Page - Justice Canada

Scott Simser has never hesitated to meet life's challenges head on.

Though he was born deaf, Simser's parents rejected the advice of doctors to put him in a school for the deaf and instead placed him in the local mainstream school.

Upon enrolling in Osgoode Hall Law School, he was told he would be refused accommodation inside the classroom. He filed a human rights complaint and quickly received funding for real-time captioning in his classes.

And, in September 2000, he settled a landmark human rights case against the Tax Court of Canada.

The settlement means the court will now pay for sign language interpreters, or the services of real-time reporters who can create instant transcripts, for any deaf or hard-of-hearing witnesses, parties, lawyers or articling students appearing before its 40 courts. It is believed to be the first policy of its kind anywhere and will apply to all court proceedings, including motions and hearings in chambers.

"I believed the principle was important," said Simser, 35, a tax litigator in the Department of Justice Ontario Regional Office. "I didn't anticipate the circumstances that would bring about this dispute. I was caught off-guard and when I reflected upon it afterwards, I just felt that something terribly wrong had happened." Simser is referring to the circumstances that arose in January 1998, when he, as an articling student, was facing the first trial of his legal career, in Tax Court. About a month before the trial, he asked the court reporting service that works for the Tax Court if they would provide a hook up to the computerized transcribing, system they regularly used. Simser asked the court reporter to polish up the regular shorthand transcribing, to accommodate him by providing output in "real-time captioning" format. Simser speaks for himself when presenting his client's case, but relies on others to provide delivery of the words spoken in court to him as he cannot hear these words well enough.

Real-time captioning is a service in which an experienced shorthand translator, who usually has been trained as a court reporter, transcribes every spoken word and displays it live on a computer monitor. Real-time captioning can be booked for deaf or hard-of-hearing people at conferences, court proceedings and meetings. Its use is also widespread on television, and now it is an option available on any new television set.

The reporting firm was initially very positive, and completed a successful test run at another trial, with Simser attending as an observer. However, two days before Simser's case, the firm informed him the service would not be provided because the contract with the Tax Court did not allow for the provision of real-time captioning to a third party. After scrambling to find another service, Simser found a firm that would provide him with real-time captioning, but the Department of Justice had to pick the \$100-an-hour tab.

Despite the last-minute reprieve, Simser felt it was unfair that the court would not provide accommodation services for him as a deaf lawyer. Since the Tax Court provides a service to the public, the court should pay for the captioning just as it would pay to make its facilities wheelchair-accessible, he reasoned.

The Department wrote the court asking it to pay for the services but the court refused, saying accommodation costs were the responsibility of the employer. Simser then filed a complaint with the Canadian Human Rights Commission. The commissioners overruled a staff recommendation and ordered a hearing before a tribunal. With the support of the Canadian Hearing Society, the Canadian Hard of Hearing Association and the Canadian Association of the Deaf, Simser and his lawyer, respected disability rights advocate David Baker, assembled a list of witnesses. Shortly after the Tax Court received the witness list, negotiations began and a settlement was reached September 5, about a week before the scheduled start of the tribunal.

Simser, a native of Kanata, Ontario, earned degrees in business and accounting from the University of Ottawa and worked as a budget analyst for the Ontario Ministry of the Environment. He was keen to start his own business and, since there was then no other deaf lawyer in private practice in Canada other than one in Vancouver, he turned to law and figured he would have a thriving practice. After joining the Department of Justice, however, he decided to stay on because of the Department's excellent track record as an equal opportunity employer.

The Department has provided him with a special phone that allows him to communicate with anyone through a Bell Canada operator whose service is already paid for by the public. He has kept the same phone number through numerous office moves, and the excellent e-mail technology within the Department allows him to do much of his work electronically, if no client confidentiality is involved. "I can hire sign language interpreters for work-related meetings, training or court procedures any time, and I can also hire real-time captionists. This is all at my discretion so I feel very empowered, knowing

that they trust me to make these decisions. I believe I have used these services only when warranted and, in fact, I have had meetings one-on-one with clients without an interpreter, where I felt I could handle it alone.”

Simser, who also reads lips, calls the Tax Court settlement “a significant legal victory” and a substantial advance for deaf persons in general, and deaf lawyers in particular. But he promises to keep up the fight. “We are confident that all courts across Canada will one day make these provisions. As this case demonstrates, it is essential that our courts be open to removing barriers to the inclusion of persons with disabilities if we are to be afforded equal access to justice in this country.”

The Tax Court policy recognizes that a range of types of accommodation will be necessary and, while captioning and sign interpretation are specifically mentioned, the registrar will entertain requests for other forms, such as note-taking and oral interpretation. It does not cover procedures outside the presence of a judge, such as discoveries, cross-examinations and settlement discussions, but Simser vows to raise this matter with the Tax Court’s Rules Committee.

The Canadian Hearing Society said the new policy “sets the stage for a whole new generation of deaf, deafened and hard

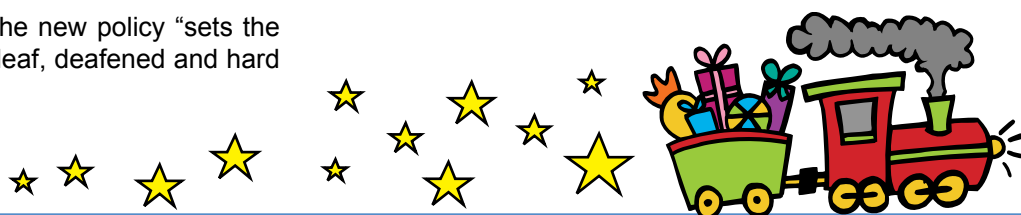
of hearing lawyers” in Canada. If the policy spreads to other courts, it will help open up the legal profession to the deaf, said Susan Main, of the Society. There are now only four deaf lawyers in Canada, one in British Columbia and three in Ontario.

Judge Richard Brown, the presiding judge of the Wisconsin Court of Appeals, who is deaf and participated through speaker phone at a press conference announcing the settlement, said the Tax Court “has done something so novel, so welcome, it really is out in the forefront in the world.”

Jennifer Jackson, a second-year deaf law student at Osgoode Hall Law School, also attended the announcement. “My options for future employment have suddenly grown enormously. Prior to this policy, my only realistic job opportunities were with governments who do provide the necessary accommodation.”

Canadian Human Rights Commission: Removing Barriers to Canadians with Disabilities:

http://www.chrc-ccdp.ca/publications/2000_ar/page6-en.asp



Christmas Carols ASL Video Now on DVD

(PRWEB) November 28, 2005 -- A ‘Silent Night’... Christmas Carols in ASL on DVD is now available at <http://ASL-Christmas-Carols.com>

This new DVD release is a great holiday gift to share with family and friends -- the perfect Christmas stocking stuffer.

A ‘Silent Night’... the DVD Christmas Carol song collection is beautifully performed in American Sign Language and is poetry in motion.

The Christmas Carols ASL video on DVD includes the following songs performed with a range of PSE & ASL to flow with the music: Silent Night; Hark! the Herald Angels Sing; Oh Come, All Ye Faithful; Joy To the World; The First Noel; We Wish You a Merry Christmas -- plus Ave Maria.

Preview & Order: A ‘Silent Night’... Christmas Carols in ASL on DVD at <http://ASL-Christmas-Carols.com/>

Inept Court Translators called “Threat to Justice.”

The following article appeared in the Globe and Mail on November 19th and talks about what happens when unqualified language interpreters are hired in the Court system. While this article isn't about sign language interpreters, these types of situations take place across our province daily – particularly within our educational classrooms. Inept court translators called ‘threat to justice’.

Globe & Mail website, November 19, 2005

<http://www.theglobeandmail.com>

By **CHRISTIE BLATCHFORD**, (cblatchford@globeandmail.ca)

BRAMPTON, ONT. -- One of Ontario's busiest and most multicultural courthouses has for five years been using interpreters who are so woefully unqualified they routinely failed the provincial accreditation test and, in some instances, may not have been able even to read the language they were being paid to translate.

The situation, described as posing “a critical threat to justice,” is contained in a sharp judgment yesterday by Mr. Justice Casey Hill of Ontario Superior Court.

Noting that the use of unskilled interpreters has already caused mistrials where he sits in Brampton, the judge concluded that “it is statistically inevitable that there exist as-yet undiscovered miscarriages of justice.”

Judge Hill pointed out the dangers. While gross mistakes in translation can be easily identified, he said, “subtle deficiencies, words and inaccurate interpretations, even few in number passing under the radar screen, risk wrongful conviction.”

It was when the judge began hearing what he originally believed would be an ordinary appeal alleging unacceptable trial delay at the Peel Region courthouse that he discovered, instead, the scandal that was long in the brewing.

This courthouse, which opened in 2000, is Ontario's second largest and, as the judge noted, “with the jurisdiction's multicultural demographics, is the highest user of interpreters” in the province, and serves a daily transient population of tens of thousands.

Yet despite the inherent vulnerability of so many Peel Region residents -- newcomers to Canada not fluent in English, sometimes poor and likely to be easily intimidated by the court process -- those accused of crimes were often abjectly served by the justice system.

Judge Hill heard evidence that from 2001 through the early part of this year, unaccredited interpreters -- responsible for translating a total of 10 languages into English -- who had failed the Ontario test at least once had worked a total of 2,670 days.

In the same time period, 19 interpreters -- translating 25 other languages -- who had never taken the test at all worked 592 court days.

This information is contained in a review of interpreter invoices, a document Judge Hill said reveals that “for years, in addition to trials,” these unaccredited and unskilled interpreters worked assignment court, contested bail hearings and consent releases and guilty pleas and sentencing at both the Ontario Court and Superior Court levels.

Though the problem was revealed in the summer of 2004 to Justice and government officials, the practice continued in Peel Region, with Judge Hill noting that this year alone, unaccredited interpreters were used 54 times in court, and unaccredited interpreters who had failed the test worked in 96 instances.

Even those interpreters who pass the test may not be competent, the judge said, because there is only an English vocabulary test for half the languages that are interpreted in Ontario's courts and the test itself has been so “dumbed down” to avoid a higher failure rate that it has been rendered almost meaningless.

The potentially poisonous impact of poor translation may be best illustrated by a case Judge Hill was told about in testimony from Shamin Jhooty, a well-regarded, experienced and certified Punjabi/English interpreter who received her training in British Columbia and has a master's degree in journalism.

Describing the Ontario accreditation system as at best “an aptitude test” that might discover if someone had “a knack” for languages but was hardly adequate for the challenges of critical court interpretation, Ms. Jhooty told the judge how she was once approached by a Peel colleague who is accredited by the Ontario system and at that point had been working for two years.

The colleague asked, “When they say the Crown is honest, what exactly do they mean?” Only with difficulty, Judge Hill said, was Ms. Jhooty “eventually able to establish that ‘the Crown is honest’ was actually ‘it is the Crown's onus.’”

That simple phrase, which means the prosecution bears the burden of proof, is one that is used in courtrooms across the country every day.

"Ms. Jhooty finds herself regularly consulted by Punjabi interpreters, working in the courts for years, particularly regarding legal terminology," Judge Hill wrote, and she said of them they "would fail any test in legal terminology."

While the judge found that much of the blame for the situation in Peel Region lay with two individuals -- a woman named Forouz Masrou, a government employee since 1991 and the "interpreter co-ordinator" for the provincial Attorney-General's Ministry in Brampton, and Gerri Wyatt, the supervisor of court operations -- he also found that "management ignored or abandoned" the seriousness of the issue, minimized the complaints that were coming in about the interpreters, and viewed what was a key "access to justice" matter as a labour-relations problem.

The case that started Judge Hill on what became "a long and twisting story" involved a man named Avtar Sidhu, a Punjabi-speaking man who had been convicted in June of 2003 of several counts of assault causing bodily harm and who was sentenced to six months in jail.

Judge Hill was hearing an appeal of that conviction by Mr. Sidhu's lawyer, Anthony Moustacalis of Toronto, who was seeking a stay and alleging that his client's Charter rights had been breached.

What Judge Hill learned was that Mr. Sidhu's first trial had been declared a mistrial after the trial judge realized that he may have had a problem with the court-appointed interpreter and ordered that his work be reviewed. Ms. Jhooty did that review, found the man had used the word "Henh?" 27 times in a 36-page transcript, a word she said "means either he has not understood the question or has not heard it properly," had been adding or dropping words to his translation, or getting whole responses wrong.

Parent Education for Parents of Special Needs Children

All are welcome to sit and enjoy coffee and desert with us. Our group is for families of all ages and welcomes parents, grandparents, aunts and uncles and all family members to give encouragement to each other and to share experiences, strategies and successes.

Meetings are held the first Thursday evening of every month from 6:30pm until 8:30pm

At The Down Syndrome Research Foundation:

1409 Sperling Avenue,
Burnaby, BC V5B 4J8

Jan. 5, 2006: A mother's Journey. Pat Hanbury has a son with Down syndrome and autism. She has had quite a journey and can, through experience, encourage you to keep going.

Feb. 2, 2006: Speech and Language. Susan Fawcett will informally discuss techniques you can use at home to improve communication.

For more information about our Down Syndrome Research Foundation Parent Group please contact:

Anne Eichmann at (604) 444-3773 or if you just need another parent to talk to, please call Abbe Gates at (604) 267-1035.

Acting classes in ASL for 2006 now only \$120.00!

Register Deadline: Dec 21, 2005. Classes begin Jan 2006.

Acting Classes in ASL is starting up 3 hour classes on Tuesday or Thursday for 8 weeks in the beginning of 2006. I have worked in acting on stage, TV/film industrial, model/print, tours and taught in acting classes for children/adults for 18 years. Last year I cancelled classes because small numbers of participants, I hope you and they still hold an interest coming back. Please tell your community if they don't know about these acting classes.

The Acting classes contribute to your confidence and talent that leads to fun, drama or TV/film. If you want to know more

information, please click on the website at the bottom. When you complete the three session of acting, I am willing to help you if you wish to continue in the fun amateur drama around the deaf community. Hearing who sign are welcome.

For Schools of the Deaf and Deaf Children Programmes, also, you can ask me for questions for your consideration.

Please visit my website at http://www.members.shaw.ca/gphoeppner/series_workshops.html/seriesofworkshop.html click on 'acting classes' details. **Happy Holiday Season**

Gordon P. Hoepner, Actor and instructor
http://www.members.shaw.ca/gphoeppner/Whats_up.html
Tel/TTY: 604.734.2413 Fax: 604.734.2423

MediaEyes Gras Party!

(Mardi Gras)

February 25th, 2006

At Croatian Cultural Centre
3250 Commercial Drive Vancouver B.C.

Time: 7:00pm to 1:00am

Ticket Costs:

\$25.00 with Costume \$30.00 without Costume

Tickets include: Dinner, one free drink, prizes, music and dancing, and Mardi Gras live films.

Prizes: 1st is worth \$250, 2nd is worth \$150, 3rd is worth \$50. Plus lot more prizes.

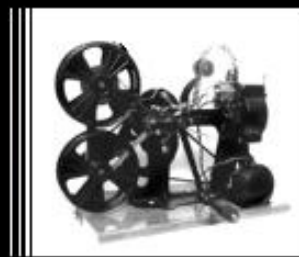
Rules: All faces should be decorated. Masks are either in face painting or make mask from paper. Costumes should be dress up either in: Medieval, King, Queen, or Jester...

Or surprise us!

Please Come Along, It will be Fun!!

Email: mediaeyesevents@yahoo.ca MediaEyes' Website: www.mediaeyes.org

Thank you for supporting MediaEyes Production Society.



**Toronto International
Deaf Film and Arts
Festival
T.I.D.F.A.F**

May 10-14, 2006

**Toronto, Ontario,
Canada**

Toronto International Deaf Film and Arts Festival

Greetings!

There is more exciting developments coming soon near you!

Toronto International Deaf Film and Arts Festival, May 10-14th, 2006.
Hosted by: Ontario Cultural Society of the Deaf (OCSD)

For interested sponsors, email us at sponsorships@tidfaf.ca

We are looking for Deaf artists. Check out this website and enter Arts section. Contact: Kelly Halligan at kchalligan@yahoo.com

Check back for regular updates! Our new website is at www.tidfaf.ca.
Spread the word!

Hope to see you at the Festival!

Regards,
Catherine MacKinnon
TIDFAF Co-ordinator



FNDC is a non-profit society (S-33351) that was founded in March, 1995 to bring together families of deaf children in British Columbia who share common concerns. Federal Registered Charity Number: 88622 5655 RR0001. DYT is program administered by FNDC.



What is FNDC all about?

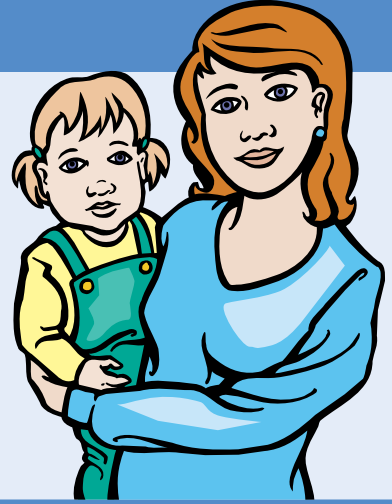
FNDC believes that families are vital in ensuring that deaf children reach their full potential through a supportive home environment.

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 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.



What is DYT all about?

Deaf Youth today is committed to providing recreational experience and leadership opportunities for signing deaf and hard of hearing youth in British Columbia.



FNDC Board of Directors

Colleen Peterson	President
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Kathy Caldicott	Secretary
Tracy Epp	Treasurer
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Nicki Horton	Director
Teresa Parent	Director
Eileen Marshall	Director
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Hester Hussey	Mentor, Advisor

The Board of Directors are parents of deaf children.

FNDC and DYT Staff

Cecelia Klassen	Executive Director (fndc@fndc.ca)
Bella Poato	Executive Assistant (fndc@fndc.ca)
Susi Bolender	Interpreter Co-ordinator (dyt@fndc.ca)
David McGregor	Buddy & Leadership Co-ordinator (buddies@fndc.ca)
Jason Berube	Website Designer/Developer (webmaster@fndc.ca)

Membership

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 four times a year)
- * Bulletins and information notices regarding upcoming workshops and courses, videos, children & youth programs.
- * Our membership is open to individuals, schools, and organizations. Parents/guardians of deaf and hard of hearing children are eligible to vote.

Contact us below to be added to our membership list and receive our newsletter.

Family Network for Deaf Children
P.O. Box 50075 South Slope RPO
Burnaby, BC V5J 5G3

604-684-1860 (voice message line)
604-421-5271 (TTY line)
604-538-2866 (fax)
<http://www.fndc.ca/> (website)
fndc@fndc.ca (e-mail)