



FAMILY NETWORK & OUR SUMMER PROGRAM, FOR DEAF CHILDREN & DEAF YOUTH TODAY

FALL



November 2022

FNDC values sharing information to deaf children, families, professionals and the communities that support them. These events, advertisements and/or articles do not necessarily reflect the viewpoint of FNDC or offer an endorsement

Our Fall 2022 newsletter is slightly late this year – especially with Winter only about 3 weeks away – Happy end of Fall to everyone! This is our first newsletter that contains only information and articles and not advertisements for time-sensitive events. We will be sending out more frequent emails with those event updates.

Editorial

Since my daughter (deaf) was born, I have been involved with deaf and hard of hearing (DHH) children and their families for 30 years on a personal and professional level. With those 30 years (and gray hair) comes the knowledge that some things don't change, some things are getting better and sadly, some things are getting worse.

We are at a crisis point with the lack of qualified professionals working with DHH children, youth and adults. Not only is there a dire shortage of interpreters, the shortage also includes Teachers of the Deaf/Hard of Hearing, Early Childhood Educators, ASL Teachers, Speech Language Pathologists and the list goes on. For now, let's get back to Interpreters!

Booking an Interpreter right now is almost impossible and if you need one at the last minute – it's a miracle if you find one. Even booking weeks in advance, it's a "cross-your-fingers" situation and this is for Interpreters working freelance, where they are paid at a higher rate (between \$50 to \$80 per hour) than K to 12 educational Interpreters. Interpreting professionals have spent often 3 years or more in school and are dedicated to their profession so I am definitely NOT suggesting they aren't worth their pay – they are!

Did you know that a K to 12 educational interpreter is paid only approx. \$25.00 to \$30.00 per hour and school districts often try to save money by only hiring an interpreter for 25 hours per week and are laid off 3 months of the year? Twenty-five hours per week doesn't even cover all the hours that the DHH student is at school, nor do those hours offer any support for social time at lunch or extra-curricular school activities, or preparation time for the interpreter.

IMAGINE for a minute that if you were an interpreter, where would you want to work? Freelance interpreting for \$50 to \$80 per hour or \$30 an hour in a school? It is no wonder that DHH children who require school Interpreters all over BC – are without access.

Of course, with this grim shortage, the K to 12 school system is severely impacted. There are job postings all over BC – with no one to fill them. Sadly, for our DHH children, finances dictate access or lack thereof.

Now, here comes the crazy thing: Douglas College Interpreting Program just announced this week that **they will be "suspending" their Sign Language Interpreting Program for fall 2023 as the College is concerned about the expense of the program considering the number of students the college predicts will apply.**

What infuriates me most about this decision is that Douglas College would use "cost" as a reason to suspend intake in a program that trains needed professionals to interpret and therefore provide access for DHH people. Can you imagine if we change the words to: **they will be "suspending" the nursing program for a year as the College is concerned about the expense of the program considering the number of students the college predicts will apply?**

The Canadian Government passed the *Accessible Canada Act* in 2019 and the BC Government passed the *Accessible BC Act* in 2021. A government funded post-secondary institution should align with both of those pieces of legislation, don't you think? Please tell me that common sense will prevail!

I think I'll end this editorial now before I type some things I may regret.

Cecelia Klassen

cecelia@fndc.ca

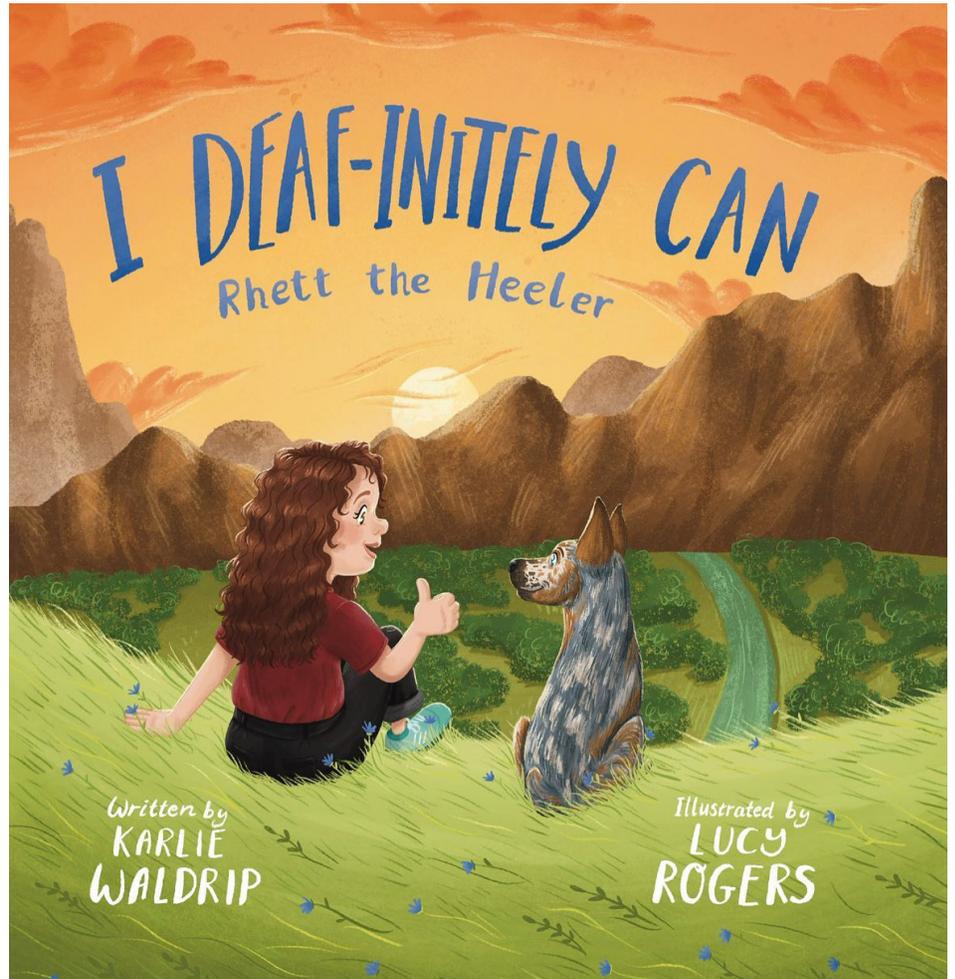
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“I Deaf-initely Can, Rhett the Heeler” children’s book!

The first batch of orders is currently being printed, so now is deaf-initely the time to order 🥰

Order: 🐾 www.rhetttheheeler.com

Hi y'all! This is Karlie Waldrip, I am the author of "I Deaf-initely Can, Rhett the Heeler." I was born deaf and raised in Texas! I have a wide range of experience as a deaf person. I grew up wearing hearing aids and then later decided to get cochlear implants as a tool to allow me to hear more sounds around me. I grew up learning how to talk and sign. I am currently employed as an Itinerant Deaf Education teacher and



an advocate for deaf dogs! I adopted Rhett from a small-town shelter in Texas and fought to give him a voice to educate others about deaf dogs! Writing this book has been a dream to continue to reach out to others and educate how awesome deaf dogs are! I hope you consider purchasing a book or two from us! Let's educate the world!

Order: 🐾 www.rhetttheheeler.com

**INCLUDING SPOKEN
LANGUAGE IN A DEAF
CHILD'S INTERVENTION
PLAN IS NOT THE PROBLEM.**

**EXCLUDING A SIGNED
LANGUAGE AND DENYING
ITS BENEFITS IN THEIR
INTERVENTION PLAN, IS
THE PROBLEM.**

@raisinqfrankandbilly

Deaf people requesting captions is
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~~~~~ NEW ~~~~~

ZOOM - Using Sign Language interpretation view

October 24, 2022

From: https://support.zoom.us/hc/en-us/articles/9644962487309-Using-Sign-Language-Interpretation?fbclid=IwAR2kUE6LlvAH_weMuYmrPo82udLoIE_IUb6d4n-sQa_qWB4FWBQ3PsWHKd8

When **Sign Language interpretation view** is enabled and set up, participants can view a dedicated video window that only shows their chosen sign language interpreter. Hosts can designate up to 20 users as sign language interpreters either when scheduling a meeting or webinar, or during the session.

When the meeting or webinar starts, the host must start the interpretation feature, which allows the sign language interpreters to provide their own video channels for the language they are interpreting. Participants can then select the video channel to view the sign language interpretation for an available sign language, and resize or relocate the video window as needed.



Prerequisites for using Sign Language interpretation view

- Host must have a Zoom account
- **Sign Language interpretation view** enabled
- **Select sign language interpretation (video channels) below** check box selected when scheduling a meeting or webinar
- Zoom desktop client (Windows: 5.11.3 or macOS: 5.11.3)
- Zoom mobile app (Android: 5.12.0 or iOS: 5.12.0)
- Zoom web client

Note: The minimum version applies to all users in the meeting or webinar, including the host, participants, and sign language interpreters.

Limitations of the Sign Language interpretation view feature

- This feature does not offer sign language interpreters; hosts must provide and assign users as sign language interpreters in the meeting or webinar.
- At this time, sign language interpreters' videos are not included in recordings.
- This feature cannot be used with Personal Meeting IDs (PMI). To include **Sign Language interpretation view**, the meeting or webinar ID must be generated automatically.
- Hosts must join the meeting or webinar through the Zoom desktop client to manage and initiate interpretation. They cannot join with any other clients, such as the Zoom mobile app or web client.
- This feature must be selected when scheduling a meeting or webinar, and thus cannot be used for an instant meeting.

How to manage interpretation during a meeting or webinar as the host

- Once you've scheduled a meeting or webinar with Select sign language interpretation (video channels) below selected, you can manage interpretation when you start the session. To start, manage, or end interpretation in a meeting or webinar as the host, you must join the session on the Zoom desktop client. You cannot join through other clients, such as a web browser (web client) or the Zoom mobile app.
 - Sign in to the Zoom desktop client.
 - Start a meeting or webinar as the host.
1. In the meeting controls toolbar, click the **Interpretation**  icon. **Note:** On smaller screen sizes or windows, you may have to click the **More**  icon, then click **Interpretation**. A window will open for managing interpretation, where you can do any of the following:
 - View everyone assigned to an interpreter role
 - Add or remove someone from an interpreter role
 - Start or end the interpretation feature for everyone

Add or remove someone from an interpreter role

In the interpretation management window, you can view a list of current language and sign language interpreters. To add or remove interpreters:

- Add an interpreter: Click + Add Interpreter, choose if you want to add a language or sign language interpreter, then select their name and language.
- Remove an interpreter: Click the delete icon  next to their name.

Start or end the interpretation feature for everyone

For any audio (language interpretation) or video (sign language interpretation) channels to begin, the host must start interpretation during the meeting or webinar. Interpretation will continue until the host ends it.

At the bottom of the interpretation management window, click Start or End.

- **Start:** Everyone is notified that sign language interpretation is available. Anyone designated as a sign language interpreter will be shown in a designated video channel for the language they're interpreting. Participants can choose to view their desired language channel.

- **End:** Everyone is notified that the host has ended interpretation. For anyone designated as a sign language interpreter, their microphone is enabled but muted by default, and their video reappears in the meeting or webinar.

Allow a sign language interpreter to talk in the main session of the meeting or webinar

By default, when interpretation is started by the host, sign language interpreters will not be allowed to unmute their microphones, unless given permission from the host.

To give a sign language interpreter permission to speak in the session by unmuting their microphone:

- In the meeting controls toolbar, click the Participants  icon.
- Hover over the name of the interpreter, then click Allow to talk.
The sign language interpreter's video will broadcast into the main session, in addition to their assigned video channel. They will see a prompt with the choice to unmute or stay muted.
- (Optional) To mute the interpreter again, right-click their name in the Participants panel, then click Disable Talking.
Their video will no longer be present in the main session and their microphone will be muted.

How to manage your sign language interpreter role

As an interpreter, you can only interpret one language at a time to eliminate language crossover and help reduce confusion.

The host can assign you as a sign language interpreter in two ways:

- When scheduling the meeting or webinar by entering your email address. You will receive an invitation through email, notifying you of the language you'll interpret along with join details.
- During the meeting or webinar.

Once you join the meeting or webinar and the host starts the interpretation feature with you assigned to a sign language interpreter role, you will be notified that your video is now broadcasting in the language channel you are interpreting. You will see your video indicating that you are on air, and your microphone will be disabled, but the host can give you permission to speak.

How to view a sign language interpretation video channel as a participant

1. Join a meeting or webinar as a participant.
2. When interpretation is available, in the meeting controls toolbar, click the **Interpretation**  icon.
Note: On smaller screen sizes or windows, you may have to click the **More**  icon, then click **Interpretation**.
3. Under **Watch**, choose the channel you want to view.
A floating video window will appear of the interpreter you've chosen, that you can resize or move as needed.
4. (Optional) To stop viewing, click the **Interpretation**  icon again, and click **Sign Language Off**.

Why does inclusion often neglect the needs of deaf students?

Roberta J. Cordano, President Gallaudet University

September 22, 2022 <https://www.brookings.edu/blog/brown-center-chalkboard/2022/09/22/why-does-inclusion-often-neglect-the-needs-of-deaf-students/>



The Los Angeles Unified School District (LAUSD), the second largest school district in the country, recently passed a new policy that is a model for enhancing brain, language, and socio-emotional development of all deaf, hard of hearing, and deafblind children (hereafter referred to collectively as “deaf”). This policy, while not new in American education, is new for such a large public school district and an important bellwether for advancing early and consistent language acquisition for deaf children.

LAUSD’s policy focuses on American Sign Language (ASL)-English bilingual education and says that all deaf children are eligible to receive services through public schools from birth. For children up to age three, bilingual programs will be the default, with an opt-out option. This bilingual ASL/English approach evades the centuries-long binary trap that insists that deaf people must either learn to speak or learn to sign, not both. A bilingual approach addresses the isolation and exclusion deaf children frequently experience in classrooms and school environments. It creates a more inclusive and supportive learning environment for children, families, professionals, and school programs, building skills and knowledge that will be used throughout life. This is validated by significant research, including cognitive neuroscience studies about language development, such as the ones promulgated by the Visual Language and Visual Learning Center, a National Science Foundation Science of Learning Center housed at Gallaudet University.

Research validates the benefits of visual learning for ALL children.

In my 2016 article, “Dispelling the Myths of Language Acquisition,” I highlight the abundance of scientific evidence regarding the biological foundations of human language, including sign language, reading, and bilingualism that shows that early exposure to both ASL and English is beneficial for *all* children. Deaf children who are not provided early language exposure to visual language face lifelong consequences to brain development, learning, and higher cognition. For their young brains, early sign language exposure is as

biologically imperative as early spoken language exposure. The more we engage deaf children in language-rich ASL/English experiences, the stronger their brains and language skills become. Some of the key discoveries include:

- The brain does not prioritize spoken language. Sign languages and spoken languages are processed in the same areas of the brain.
- Exposure to sign language does not delay spoken language development. Further, early exposure to ASL supports better vocabulary and reading skills compared to hearing peers learning only English.
- Bilingual deaf children have identical benefits to those found in children who are bilingual in other languages, including more robust use of the language areas of the brain, enhanced social and interpersonal understanding, and stronger language analysis, reading, and reasoning skills.
- Parents of young deaf children who are learning sign language do not need to achieve immediate and full fluency during this timeframe for their children to benefit from early exposure to ASL.
- Young deaf children exposed to signed languages achieve every milestone on the same timetable as young hearing children exposed to spoken languages. The signed and spoken language timing windows are identical.



Neuroscience and research show the critical importance of bilingual learning and must guide policies and practices in deaf education.

Bilingual (ASL & English) education policy

The binary logic of using either spoken or signed language, instead of a more inclusive practice with both languages, has caused generations of harm to deaf people. Science and practice must be anchored in our policies and advance bilingual education for deaf children.

Multiple critical policy areas need to be addressed to ensure that our diverse deaf children can thrive from the beginning. Three in particular are:

1. Interpret the Least Restrictive Environment (LRE) provision in the Individuals with Disabilities Education Act (IDEA) to require ASL/English language-rich environments for all deaf students and continue to expand options for language-rich bilingual educational learning environments. Current interpretations of LRE frequently require deaf students to “fail” in mainstream

settings (the only deaf child in a classroom of hearing peers) before they can be moved to language-rich bilingual learning environments (i.e., they must demonstrate insufficient academic progress, often for a year or longer, causing them to fall even further behind in their education). Originally designed to stop the segregation of children with disabilities, LRE has become a one-size-fits-all approach, creating restrictive learning environments especially harmful for deaf children. The LRE for deaf children is the environment in which they have full access to direct instruction from teachers and engagement with their peers without the use of an interpreter as a third party. The richest bilingual language environment possible throughout their educational journey will create the highest degree of success for deaf children, but current policies do not reflect this.

An increase in the number of bilingual visual learning environments for deaf and hard of hearing students in every state is critically needed. Successful model bilingual education programs around the United States are available to support innovative strategies. For example, at Gallaudet University, our Laurent Clerc National Deaf Education Center and the Alabama Institute for Deaf and Blind are leading a Regional Early Acquisition of Language initiative collaborating with states, schools, families, and communities to create early access to language pathways and resources. We invite leaders, educators, and policy makers to collaborate with these and other bilingual resources throughout the country to create ASL/English language-rich environments for their deaf students.

2. Count deaf children. There is no systematic data collection effort that identifies where deaf children are, what services they are receiving, and how they are progressing educationally compared to their peers. We cannot enact good policy, ensure educational learning opportunities, and provide adequate support without accurate counts of our deaf children in schools across the country. We must develop a unified strategy to achieve this in a collective and appropriate way that benefits deaf children, their families, and the schools, professionals, and organizations that serve these students.

3. Confront barriers in teacher screening requirements. There is a dire need for more deaf and sign language-fluent teachers, who are critical language and life role models for their deaf students. Yet, as is seen with other minorities, bias in teacher screening exams and other practices create unnecessary barriers for people who are outstanding teachers to become certified. We need a greater diversity of measures and evaluative tools to ascertain the quality and skill of educators to assure that we have a strong future educational workforce.

I am deeply grateful for the deaf family and community in which I was raised. I learned ASL and English at the same time, living a truly bilingual experience. I attribute my lifetime of academic and professional success to this direct access to language and learning from birth. However, I attended public schools without any accommodations because people believed that I had enough hearing to “get by” and survive. There were many costs.

No one, not once, asked me to share my knowledge in ASL and English. By my junior year, in what I might now call an unconscious rebellion, I chose to give an extemporaneous speech using both ASL and English in a Forensics competition. Ironically, the topic was about American Sign Language. I won the state championship. What better validation could we receive about the power of developing bilingually?

My personal educational experiences led me to get involved in opening Metro Deaf School in 1993. It was one of the earliest bilingual charter schools in the country and the first to teach in ASL and English. I believed then, as I do now, that we must show excellence in bilingual education for deaf children and steer away from restrictive environments that too often lead to failure. It is possible. Many successful professionals like me benefitted from early visual language access, exposure to English through reading, writing, and spoken English, and the subsequent brain development and critical thinking skills that followed. Let's make this path of professional success a possibility for every deaf, hard of hearing, and deafblind child.

Roberta “Bobbi” J. Cordano is the first deaf woman president of Gallaudet University, the only birth-PhD education entity in the world that uses American Sign Language in every aspect of its daily education and operations. Her prior experiences include roles as a Minnesota assistant attorney general, vice president of the Amherst H. Wilder Foundation, educational administrator at the University of Minnesota, and a founder of two charter schools.



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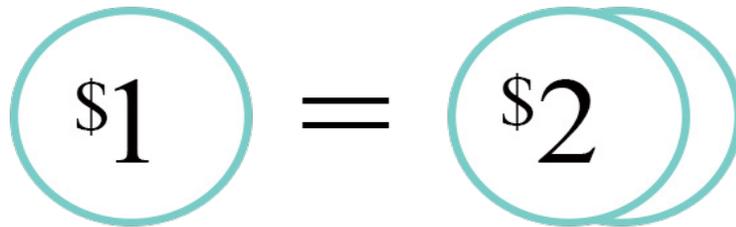
FNDC raised \$25,000.00 from our donors and the Y.P. Heung Foundation matched it with \$25,000.00 – for a grant total of \$50,000.

Our 2022 individual donors (who wish to be named) will be recognized in our Winter 2023 Newsletter.



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FNDC/DYT Save the Dates – 2023



FNDC/DYT – Family Skating

Monday, February 20, 2023

Surrey Sport & Ice Complex - More info to come!

Whistler Training and Leadership Retreat

May 18 to 22, 2023

(May long weekend)

For DHH Youth ages 15 – 25

*Priority will be given to DYT Staff for Summer 2023. Additional spots will be opened for applicants.

More details to come in early 2023



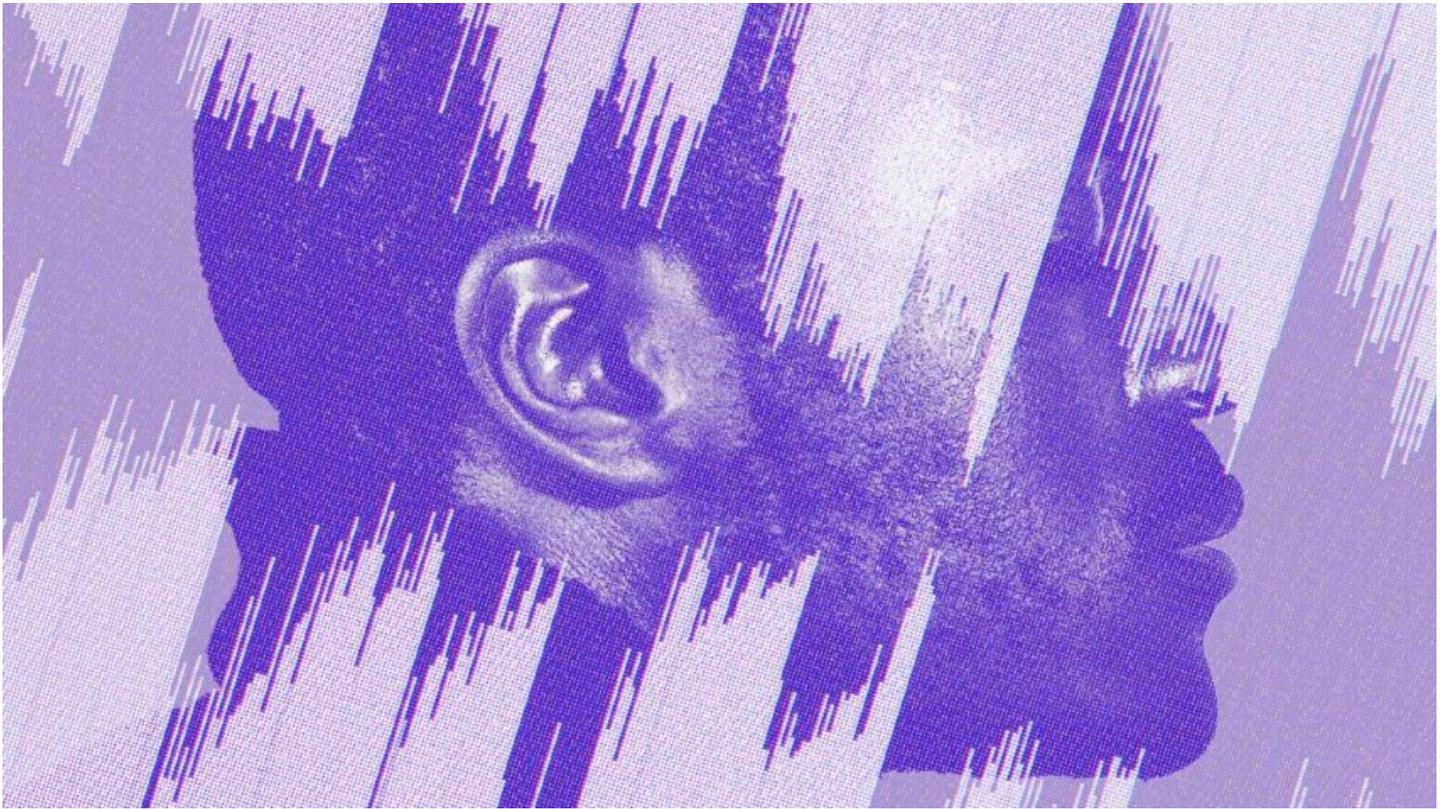
FAMILY
DEAF CAMP

**Wednesday, July 5 to
Sunday July 9, 2023**

Is Your Organization Inclusive of Deaf Employees?

<https://hbr.org/2022/10/is-your-organization-inclusive-of-deaf-employees>

by Roberta J. Cordano, President, Gallaudet University



The experience of being “hearing” and using spoken language to communicate anchors most of our world and workplaces today. Meetings are conducted in spoken languages, colleagues and customers make phone calls to share knowledge or voice concerns, most professional services are conducted through people speaking audibly with each other, and many people rely on video, radio, podcasts, and television for information, learning, and entertainment. This nearly ubiquitous experience influences the common belief that deaf people, deaf employees, and especially deaf children must learn to speak and use adaptive technology to be successful in the “real” world, and that the solution lies in curing hearing differences or getting accommodations to bridge communication between deaf and hearing people.

It can be difficult to imagine a different way where people primarily engage with the world not through spoken language but through visual communication and visual language. Equally challenging can be understanding how this different way of being can be advantageous, joyful, and fulfilling. To

understand requires shifting our mindset and being willing to step into a liminal space to explore this unfamiliar territory, where being deaf and using sign language creates dynamism and beauty in our own language and culture, and seeing how those experiences translate into significant value and talent in our world and our workplaces.

The concept of Deaf Gain offers a radical reframing that views being deaf not as a “loss” but an advantage — a different and remarkable way of being. Deaf people bring a positive gain to the workplace through the innovation generated by their lived experiences. From creating sign languages to developing texting nearly 60 years ago to building a multibillion sign language economy, deaf people have been the engine for countless innovations and significant wealth creation. (In this article, “deaf” includes diverse people who live with significant hearing differences, including deaf, hard of hearing, and deafblind people who use sign languages, including ASL, Black Sign Language, and Native American Sign Languages, and those who do not.)

Talented deaf people are everywhere. We are CEOs, doctors, *Fortune* 500 executives, NASA engineers, mayors, lawyers, scientists, gaming champions, athletes, presidential appointees — and in my case, the president of a university. Still, this minority, and especially the linguistic minority of deaf people who use sign language, remain largely and unwisely overlooked by most employers today. The National Deaf Center reports that about 53% of deaf people were employed in 2017. Roughly, 11.5% of the U.S. population has hearing loss, and this number will grow to one in four people globally — 2.5 billion people by 2050. Employers who open doors and engage with this sizable population will discover a deep pool of talent that will enhance and advance their organizations.

The experiences of the deaf community build an abundance of innate skills that are invaluable to every workplace, from advancing greater human diversity to driving bottom lines. Every day, deaf individuals navigate the world and systems not built for them. They constantly adapt, problem solve, and innovate, often reinventing technology and discovering new resources with universal appeal. For example, soon after Covid-19’s onset, deaf people brought attention to key flaws of major video meeting platforms, resulting in significant design modifications benefitting all users. And, as a *Wall Street Journal* article illustrates, captioning on video media, once solely seen as a benefit of deaf viewers, is now a must-have for younger generations.

Deaf people also enhance communication. Navigating a society dominant in spoken language requires deaf people to constantly hone their communication skills and persistently adapt in a variety of settings. The presence of a deaf person can require hearing people to adjust the communication cadence, which can be advantageous for everyone. When the group slows down and ensures turn-taking, the change in pace often creates greater clarity, resulting in more effective communication and teaming. Also, the increased levels of patience and compassion strengthen team commitment and collective success. As a top technology executive once shared with me, deaf people uniquely can drive a culture of effective communication, both benefiting the multilingual talent in the room and strengthening global teams.

Deaf people are not a monolith; they are a community with deep diversity and intersectionality who expand workplace perspectives and experiences. More diverse and inclusive workplaces are more productive and innovative. Having deaf individuals in your organization can also provide a competitive advantage by better understanding your market and customers. Deaf employees on your team, if embraced, supported, and empowered, can improve the quality of your products, services, and the overall customer and user experience. Companies that offer inclusive working environments for employees with disabilities achieve an average of 28% higher revenue, 30% greater economic profit margins, and double the net income of their industry peers.

Equity and belonging are cornerstones of achieving inclusive excellence. These values foster environments where differences are embraced as catalysts for growth, learning, innovation, and competitive advantage. To hire and retain deaf and diverse talent, organizations must commit to a culture of belonging and inclusive excellence. Here's how:

Assess Your Culture: Rigorously examine the impact of physical, sensory, and social barriers in various environments throughout your company. For example, does your organization practice and value linguistic diversity, including visual languages? Do you actively address the challenges of negative attitudes and stigma toward deaf people with multiple and intersectional identities (e.g., a black deaf man or a white deaf LGBTQ woman)? Are you building awareness to support employees who are losing their hearing and are likely struggling to adapt to their ever-changing workplaces? Assessing your current environment allows you to see where you can improve.

Create a welcoming culture: Use what you've learned in your assessment to make improvements. Go beyond minimum compliance requirements in laws like the Americans with Disabilities Act, the Civil Rights Act of 1964, and Title IX. Decisions about accommodations must be informed by technical requirements, often from lawyers and compliance officers, but must not stop there. When discussing specific accommodations, use language focused on organizational values, such as creating an environment where everyone belongs, which will convey a more deeply impactful message to employees. Ensure that deaf people feel comfortable about their accommodations requests and that they receive them in a timely and effective manner.

On the individual level, encourage employees to deepen their learning about each other, including what each person needs to thrive. Urge managers and supervisors to ask deaf employees questions about their experiences and for ideas and suggestions for how they can contribute to the organization and your goals regularly.

Hire deaf team members: There is much work to do to effectively shed biases, misconceptions, and falsehoods related to hiring deaf people, including that deaf people are too expensive to hire or are not capable. Look at your hiring systems and manager training to see whether you are tackling these issues. Does your organization include specific training and awareness about deaf people and the linguistic and cultural diversity of this group? Hiring deaf DEI trainers to help with this task can strengthen organizational and customer capacity.

When looking for deaf candidates, start your search by looking at schools, universities, and organizations serving the deaf community in their region and nationally. Many of these institutions have information about appropriate channels for sharing opportunities, including through connections with social media influencers. State clearly on your website and application materials that sign language interpreters or captioning are available upon request for interviews, and consider hiring cohorts of deaf people so that they are not the "only" in the organization. Additionally, think about centralizing interpreter costs as part of the organization's overhead, rather than in individual units, so hiring teams are not incentivized to manage expenses at the cost of hiring diverse talent.

Show your willingness to learn — and encourage it: Creative possibility opens when you say, "We have not had many deaf employees who use sign language. We have a lot to learn, and we are committed to creating an environment where you can be successful." Offer sign language courses to

your employees, invite deaf guest speakers to share their experiences in the workplace, and build awareness about customer experiences. For deaf people who do not use sign language and rely on other strategies for access to spoken communication, ask what works best. Consider thoughtful solutions for turn-taking so people must speak sequentially, which creates a more manageable pace and less interruptions of each other — a benefit to all.

Avoid assumptions and ask questions: Check your assumptions about the challenges of deaf people. Instead, strive to see the visual, experiential, and linguistic strengths of what each person brings and focus on creating environments where different people can thrive. Check in regularly and ask if you or the group are moving in a way that feels supportive. Don't simply ask if they are doing okay. This can create pressure to determine if they should be honest or signal that they are to avoid or defer a conversation.

When difficult moments surface, take the time to sit down and analyze the person's thinking and assumptions that led to their actions — don't focus on your own experience. When you experience awkward moments in communication or think a sign language interpreter or a captioner might not have interpreted something correctly, pause and ask for clarification. Be specific about what you've noticed may have been awkward. This will give you an opportunity to thoughtfully engage in a dialogue to mutually design future solutions, some of which can end up being transformative in their impact for everyone.

The presence of differences, especially sensory and linguistic differences, creates a rich liminal space for exploration and value creation. It presents an opportunity to connect and learn together to achieve deeper success together as a team. This space holds such great potential for growth, creativity, and innovation within your organization. Don't miss the competitive advantage — step into this liminal space, embrace it, even if you feel awkward and uncomfortable. Investing in this effort will create connections and value in unimaginable ways.

Adalaide's scouting joy

From: <https://www.ndcs.org.uk>

Adalaide (5) was born profoundly deaf but she and parents Alison and David are determined not to let that get in the way of her taking part in any activity.



As Adalaide beamed down from the top of the rock climbing wall, an activity she was doing with her school Beavers group, her mum Alison couldn't believe how far she'd come. "This is the sort of thing I worried

Adalaide might have missed out on," Alison says. "We might have thought 'She can't climb rocks; it's too dangerous being deaf.' Things like this show me Adalaide can do anything she wants. Climb up a load of rocks? She can do it. If she wants to go canoeing, she can go ahead."

But Alison and her husband David didn't always feel this confident in Adalaide's future. Initially it came as a shock when she failed two [newborn hearing screening tests](#) and they worried about her struggling at school and becoming isolated.

Although she admits that at first she felt 'absolutely heartbroken' when Adalaide was diagnosed as [profoundly deaf](#), Alison remembers feeling supported from the very beginning. "At seven weeks, when we got the diagnosis, straight away they said that Adalaide's a perfect candidate for [cochlear implants](#)," she explains. "And the same day our [Teacher of the Deaf](#), Heather, rang us up so we were really, really well looked after."

Now both Adalaide, who has bilateral cochlear implants, and Alison are learning [British Sign Language](#) and passing it on to the rest of their family, including Adalaide's sister Maddison (10) and brother Saul (2), both of whom are hearing.

"Things like this show me Adalaide can do anything she wants."

While she was thriving at home, when it came to deciding which school to send their daughter to last year, Alison and David had a tough decision to make. "After her first year at a mainstream nursery it became obvious that Adalaide's communication and playing capability with other children was very limited," says Alison.

"At that point I thought that she needed to be with other deaf children to fulfil her potential. We needed her to understand that she's not the only one that has these processors stuck to her head. Her deaf-specialist school is about an hour's drive from where we live and when she was due to start I was so nervous because I would be sending her on the bus on her own. But she got up, put her uniform on and said 'Bye mum!'"

With a child so full of energy and enthusiasm, Alison quickly enrolled Adalaide in swimming and gymnastics classes too. "She's a very confident, outgoing little girl," Alison explains. "With gymnastics, she's got a talent and she's eager to do it. In the future, she hopes to do competitions."

But Alison was worried their sociable daughter might not be able to join in with all activities. "With gymnastics it's all very physical and I can sit there and watch and intervene if there's a problem. And swimming is one-to-one because I wasn't confident about her learning in a group," explains Alison. "I knew I wanted her to have another hobby but I'd never have considered Beavers or anything like that because I thought her language barrier would get in the way of that kind of group."

***"She loves Beavers;
it's improving her confidence and
her independence."***

Luckily, recognising that many parents might feel the same, Adalaide's school Head Teacher, Beverley Hennefer, took matters into her own hands and started her own deaf Scouts group at Royal Cross Primary School, including Beavers for Adalaide's age group, last January.

"I was so happy to hear about it because it was something I wouldn't have found on my own," Alison says. "It's brilliant because the whole school can do Beavers and Cubs together every Friday afternoon and the



teachers have been enrolled into the deaf Scouts group as leaders as well. The children all go with their jumpers, woggles and neck scarves on and they've got loads of badges now. Adalaide was dead impressed, especially when she got enrolled and was able to sign her promise. All the parents were invited and it was lovely."

Since enrolling Adalaide hasn't looked back and now has a large collection of scout badges that her nanna sews on to her Beavers jumper for her every week. "One of the badges they got was an Animal Care badge. They all had a trip to a pet shop and got to stroke and play with the animals; she was absolutely made up with that one," Alison smiles. "She's also got an Outdoor Goal badge and a Space badge; she really enjoyed drawing the constellations for that one."

And the deaf Scouts group has allowed the rest of the family to come together and meet Adalaide's school friends too, as they run special family sessions some weekends. "They have activity days every couple of months on a Saturday where they make campfire food, do knot-making, biscuit baking, and the whole family can go over and do that," Alison explains.

"I think it's really important that Maddison, Saul and David get to interact with everybody and see how everything is for Adalaide at school too. She loves Beavers; it's improving her confidence and her independence."

If you're worried about your child taking part in extracurricular activities, Alison recommends that you contact your own local group. "I'd maybe stay with your child for a couple of meetings and when they are happy, step back and let the child excel. That was my biggest challenge as a parent, having to step back and allow Adalaide to do things by herself but I've learnt she can do it."

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specialized childcare



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Communication Stars offers a specialized, bilingual-bicultural curriculum (American Sign Language and English) for children. We also utilize a parent communication app to ensure that you stay connected with everything your child is learning during their time with us!

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For more information or to register your child, please contact 604-584-2827, or email daycare@bcfamilyhearing.com

DEAF CHILDREN'S SOCIETY OF BC



DEAF CHILDREN'S
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Provincial Family Services

For Deaf, Hard of Hearing and Deafblind clients age 5-23 and their families.



Ministry of
Children and Family
Development



Provincial Deaf and Hard of Hearing Services

FS@gov.bc.ca

www.gov.bc.ca/deafandhardofhearing

Meet the Team!



Melissa White
Team Leader/Strategic
Consultant



Heather Kinoshita
Family Navigator



Roger Chan
Family Navigator



Loretta Truelster
Family Navigator



Karlye Givner
Family Navigator



Megalenna Lortwein
Family Navigator

Provincial Family Services is a program within Provincial Deaf and Hard of Hearing Services that provides integrated and immersive services that reflects a one-stop approach to supporting families with deaf, hard of hearing and deafblind children, youth, and young adults (ages 5-23) and their families across service systems, particularly through periods of transition, such as school entry and for youth and young adults into adulthood. PFS provides support through navigation and direct services to children, youth and young adults and their families.

More information:

Website: www.gov.bc.ca/deafandhardofhearing

Email: FS@gov.bc.ca

Text: 604 809 1547

An overview of services:

- Family and parent connection
- Child, youth and young adult services
- Community awareness and development
- Language and literacy development
- System navigation and access consultation

Access: We will provide access to our services whether you use sign language, spoken English or another language. Please communicate with us your needs and we will ensure our programs are accessible and fit your specific needs. For some of you that might mean booking sign language interpreters, CART or captioning services or request for information to be translated into your language.

Technology and high-speed internet required: You must have a personal computer or laptop with camera capability (we must be able to see you especially during American Sign Language sessions) and high-speed internet. MS Teams and Zoom platforms will be the main platforms used. Contact us if you have any questions or need technology support.

Registration: To register for any of the programs below, please email your name, deaf or hard of hearing child's name, age, and which program you would like to register for.

The Provincial Family Services team humbly acknowledges the unceded and traditional territory of Musqueam, Tesleil-Waututh, and Squamish which belong to the Coast Salish Peoples.

FALL 2022 PROGRAM

Transition Services

Transition to Secondary School

February 9, 6:00-7:00 pm
Zoom link will be sent closer to the date.

Facilitators:

[Levi Traxler](#), Family Navigator with
Provincial Family Services

[Lynley Lewis](#), Educational Consultant /
Teacher of the D/HH with Provincial
Outreach Program

Come and learn about what to expect when your adolescent transitions into secondary school and some important themes to consider.

Additional information about services and resources outside of secondary schools will also be shared.

Register at FS@gov.bc.ca
(Your adolescent must be starting high school in Fall 2023)

Meet & Greet Transition to Kindergarten

Monday, May 8th (virtual) at 6:30-7:30 pm
Zoom link will be sent closer to the date

Saturday, May 13th at PDHHS, 4334 Victory
Street, Burnaby from 12:30 – 2:00 pm

Facilitators:

[Levi Traxler](#), Family Navigator with
Provincial Family Services

[Lynley Lewis](#), Educational Consultant /
Teacher of the D/HH with Provincial
Outreach Program

Is your child exiting early intervention services and entering Kindergarten in the Fall?

Come and join us to learn more about available resources and services post early intervention services.

Please pick one of the available dates.
There is an online and in-person option.

Register at FS@gov.bc.ca.

(Your child must be starting K in Fall 2023)

Family and Parent Connection

ASL – English Storytelling

Date: Saturdays, Sept 24, Oct 22, Nov 12, Dec 3

Time: 11am - noon

Where: Tommy Douglas Library

Registration:

kids@bpl.bc.ca

Join a deaf storyteller, Magdalena Szelezin and a children's librarian, Robin Randi for stories, rhythms and crafts presented in both American Sign Language and English. Interpreters will be present.

Free for children of all ages and abilities, together with a parent or caregiver. Drop-in's welcome but we would love to know if you are coming.

Information Sessions for Parents and Caregivers

Time: 6:30-7:15

Platform: Virtual on Zoom

Facilitator: Melissa Mykle

November 16: Disability Tax and Registered Disability Savings Plan

December 14: General resources and services available for your DHH child, youth and family

All these resources and information benefit your DHH child and youth and may support their learning and independence skills later in life.

Come and learn about all available services, resources and technology for your school aged deaf and hard of hearing children. The facilitators will be arranging an opportunity for you to learn and connect with representatives from various services providers.

Children and Youth Programs

If you are Deaf or Hard of Hearing youth or young adult from 15-23 and need 1:1 support with planning for transition to adulthood including support with access, please email FS@gov.bc.ca or text 604 809 1547.

Our transit skills group and weekly life skills groups have already started. If you are interested in joining in the New Year, please send us a message.

Language Learning Opportunities

American Sign Language Groups

Our American Sign Language classes registration information went out a few weeks ago and our groups have started. However, we have one intermediate/advanced conversational practice class starting on **Wednesday, October 9th - December 14th at 10:00-11:00pm via Zoom with Heidi Feenstra**. This is a good opportunity to practice your skills in an interactive way. Please email FS@gov.bc.ca to register and Heidi will be in touch with a zoom link.

If you want a different level, or to find out if you are eligible for private ASL sessions, please email us.

Daniel Durant dances without music in powerful Dancing with the Stars moment to model his experience as deaf performer

From: <https://ew.com/tv/dancing-with-the-stars-daniel-durant-dances-without-music-deaf-experience/>

November 07, 2022

And those who were seen dancing were thought to be insane by those who could not hear the music...

On Monday night's episode of *Dancing With the Stars*, actor Daniel Durant brought the audience to tears with his emotional '90s night performance in which he danced a portion of his jazz routine without audible music.



"This week, I really want to give the audience and the judges an idea of what it's like to dance from a deaf perspective," he said in his rehearsal package.

The moment came at the *CODA* actor's behest, wanting to show viewing audiences what it is like for him to dance as a deaf performer by cutting off the music halfway through his performance to "Enjoy the Silence" by Depeche Mode. It earned praise from all of the judges, nabbing him a near perfect score (boo to you, Len Goodman) and his first 10s of the season.

"I want you to know that you are saving so many people out there right now by sharing your experience this way and teaching us what it is to be deaf," remarked Carrie Ann Inaba. "I didn't know and I'm sure I'm not alone. That dance was not only educational and profound, it was so funky."

Added Bruno Tonioli: "I'm telling you, Daniel, the world is proud of you. It was like magic, we felt the sound of silence and we were all mesmerized. What you do out here is so special. It is a gift to us."

The number even brought Derek Hough to tears. "Daniel, that was so insanely powerful," he said. "Because it made me realize how much I depend on the music, and so to share that experience [voice breaks], that was impactful, man."

"I just want to show everyone where I'm from and what I've been through to get here," Durant told co-host Alfonso Ribeiro in the Sky Box. "I'm so happy. I felt free. I'm here and I got to show the world I'm successful and we can be successful no matter what and we have a great connection."

The dance was an especially emotional moment for the actor, who opened up about his childhood in his rehearsal package, discussing what it was like growing up after being adopted at only 18 months old after his mother — who struggled with drug abuse and was also deaf — left him at a friend's house and never returned. He shared a story of finally meeting his birth mother after graduating high school, revealing that a few years after they connected she died after a brief battle with cancer.

The memories made Durant teary-eyed, as he expressed his regret over not spending more time with his biological mother, sharing that he still feels regret that he didn't see her more or do something to save her. "It still messes me up to this day," he confessed, adding he has come to accept it and feels that she was relieved that they met.

The moment was equally impactful for Durant's professional dance partner, Britt Stewart, who teared up speaking about it in the Sky Box. "It was a very profound moment for me," she told Ribeiro. "Actually, in rehearsal when we first tried it, these two [Daniel and his interpreter] started laughing at me because I didn't know what to do with my body. So to be able to experience as his partner what he goes through and how he experiences life was just so profound for me and it's made our connection even stronger this week."

Dancing With the Stars airs live Mondays at 8 p.m. ET/5 p.m. PT on Disney+.

Celebrating Visual Languages: BC School for the Deaf

From BC Teacher's Federation (BCTF) - November 8, 2022 <https://www.bctf.ca/whats-happening/news-details/2022/11/08/celebrating-visual-languages-bc-school-for-the-deaf>

By Isaac Flink (he/his), Tommy Huang (he/his), Mike Kellett (he/his), Jonathan MacDonald (he/his), Kelly Sizto (she/her), Jo Smith (she/her), Christina Wilson (she/her), Madison Yaworski (she/her), teachers, British Columbia School for the Deaf (BCSD)

Before William Stokoe (a hearing person) defined the linguistics of American Sign Language (ASL) in 1965, even culturally deaf* people had been taught to believe it was not a legitimate language. He identified the syntax and morphology that make it a true language, rather than a system of gestures. While many people have heard of ASL, there is a widespread misconception that it is a universal signed language. Just as there is no universal spoken language, there are over 300 signed languages worldwide, and there are at least 5 in Canada alone: ASL, Langue des Signes du Quebec (LSQ), Maritime Sign Language (used in Atlantic Canada), Oneida Sign Language, Inuit Sign Language, Plains Sign Language, and many other Indigenous sign languages. ASL is used across Anglophone North America and has roots in several sources: Indigenous sign languages, French Sign Language (through Laurent Clerc, also known as the apostle of the Deaf in America), and Martha's Vineyard Sign Language (a dialect local to a small island in Massachusetts).

Signed languages were used extensively until a conference in Milan, Italy in 1880. At this meeting of (mostly hearing) educators, there was a bias toward oral education and the use of speech, and it was voted that signed languages were banned in educational settings. Unfortunately, this disconnect between natural language and education continued well into the 20th century, even after Stokoe's publications. In the absence of formal signed languages, other manual forms of communication were developed, including Signed Exact English I and II and Cued Speech. These systems of communication are used to manually represent English and are not distinct languages.

After 130 years, the 1880 Milan vote was overturned in 2010 at the 21st International Congress on the Education of the Deaf held in Vancouver, BC. But the damage had been done: Deaf people were deprived from their true language for the comfort of the rest of society for more than a century.

Support for ASL is coming back slowly: instead of creating a unifying mode of communication, we are now celebrating different languages and modes. Sign language is popping up everywhere on social media and in pop culture, with people teaching it on

Instagram, Deaf themes and actors featured in movies and TV, and an interpreter presence in news reports.

Our ableist world often encourages culturally deaf people to become “more hearing” rather than celebrating their abilities as they are. Some are framed from birth with the lens of “failing” a test, and throughout life are expected to learn lip-reading and spend hours training in speech skills to fit in with the norm of spoken language. Each person who chooses to use assistive hearing technology will access sound differently, not to mention the complexities of processing sound as language. There is so much variance in deafness that visual language is the only mode of communication that is reliable enough to use with everyone, including people who are Deaf-Blind (BCSD has a program for that, too!).

Because signed languages originate in specific geographic locations, they encompass the soul of the peoples who craft and use them. They are filled with culture, history, experience, story, and are a means of building identity and connection. Using ASL allows culturally deaf people to confidently express themselves, improving equity for deaf people to be seen and heard without limitations.

BCSD is a school designed around visual language and the culture surrounding its use. It is built on a philosophy of celebrating the use of visual language and the true self-expression that comes with it. Focusing on visual language allows communication of feelings, desires, dislikes, and abstract thought. When the language of instruction is ASL, students can receive information effortlessly. This contrasts “listening fatigue,” which is the exhaustion associated with attending to an interpreter or trying to process bits and pieces of conversation. Additionally, some students arrive at BCSD exhibiting behaviour disorders. Teachers note that when communication breakdowns are reduced, the student’s frustration and problem behaviour often subsides accordingly.

Our school has two campuses: one at South Slope Elementary and one at Burnaby South Secondary. It also has a community commons called the Deaf Pod, which is a flexible, open space for students to gather socially during breaks or for productive group learning during class. The focus on visual language creates a tight-knit community of language users, building a strong support network and creating pride among individuals.

Most teachers and educational assistants (many of whom are Deaf and Hard of Hearing) use fluent ASL in real-time teaching communication. Our team also has several passionate hearing teachers who are eagerly learning ASL! Hearing staff are welcomed into the BCSD community and are quickly immersed in deaf space and culture. Hearing teachers become aware of their “hearing privilege,” a term that refers to the multitude of advantages hearing people enjoy in a world that assumes and rewards people for their hearing status.

Classrooms at BCSD are set up to optimize visual learning. For example, many classrooms are set up in a horse-shoe design because it provides the best sight lines for class discussions. For Deaf-Blind students, the school focuses on routine and space. Deaf-Blind

students need consistency to predict their next steps. Hallways are kept as clear as possible and classrooms need to be free of clutter so they can find what they need independently. Once in a while, we rearrange classroom spaces to encourage problem-solving and relearning.

Some students at BCSD take main-streamed classes with interpreters. The school features a dormitory where students are supported in extra-curricular activities and studies by staff who are familiar with ASL or are native ASL users, have meals and social time together, and are provided access to even more community resources.

Outside of these signing spaces, many students struggle to be understood and to feel connected to people around them—even at home. Coming to BCSD provides an opportunity to connect with those with similar experiences, meet role models, and flourish.

There are many students across the province who use visual language but are not able to attend BCSD and are instead enrolled in mainstreamed programs. It is still important to support visual language use to help these students connect and flourish. Even if you are not proficient in ASL, all you need is patience and a willingness to navigate visual space.

Culturally deaf people are often the ones to reach further over the gap. We encourage hearing people who are afraid of making mistakes to just go for it—gesturing, miming, and facial expressions are things that cross language barriers and are much more efficient (and entertaining!) than trying to force one sense to do the job of another. All of us have busy lives, and learning a new language is an intimidating goal. Instead, we suggest you start small: begin by using gestures and drawing pictures to initiate conversations with deaf students. Later, take time to learn a few basic signs. “Hello,” “Thank you,” and “How are you?” go a long way to helping deaf students feel seen and welcome in hearing spaces.

The use of visual language is an important part of ensuring all students have equitable access to education and equitable opportunity in all spaces. We encourage all teachers to take a moment to reflect on your classroom space and teaching practice. Language barriers exist for students both hearing and deaf. The interpreter is not there for the Deaf person. The interpreter is there because there are people who know ASL and there are people who don't know ASL in the same room. By opening our minds to various modes of communication and visual language we can create opportunities that match individual learning needs.

The Provincial Outreach Program for the Deaf and Hard of Hearing is an excellent resource that teachers can use to find ways to support their signing students: www.popdhh.ca. To learn more about the need for language development in young people, check out [@language1st](https://www.instagram.com/language1st) on Instagram.

How Sandra Mae Frank Relates to Wilder's 'Boldness' on New Amsterdam

October 11, 2022

From: <https://www.nbc.com/nbc-insider/who-is-sandra-mae-frank-wilder-on-new-amsterdam>



While New Amsterdam fans met Elizabeth Wilder (Sandra Mae Frank) during Season 4 as she took on Fuentes and lead the Resistance, Frank has since been upped to a series regular. That means we're seeing a lot more of the oncologist in Season 5.

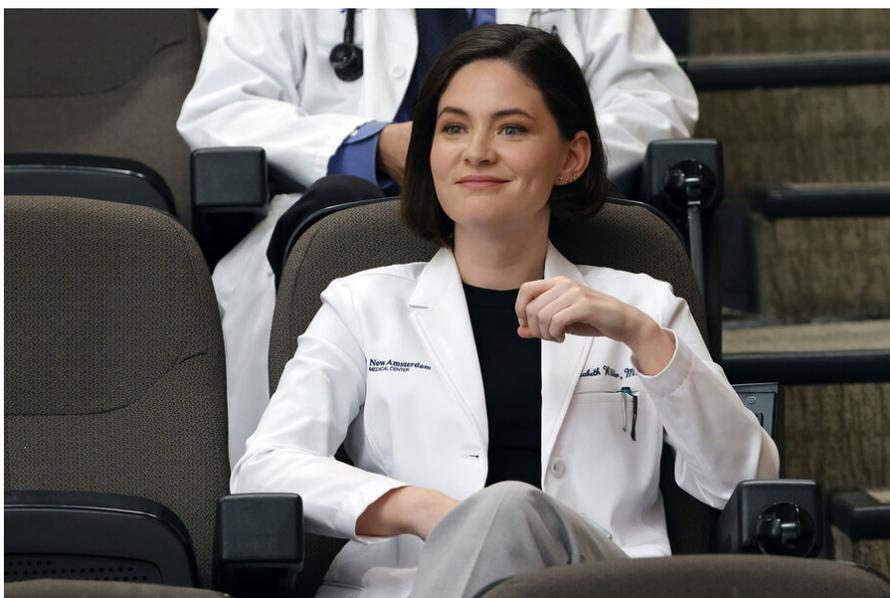
Wilder is a character you can't help but instantly like. She's passionate, strong-willed, and loves her job—all traits that make her a perfect fit at New Amsterdam. Not to mention her friendship with Max Goodwin (Ryan Eggold) seems a little more than platonic these days. But as we keep an eye on their (possible) romance, we can't help but want to know more about Frank. Below, everything we know about the

actress, and what exactly she has in common with her on-screen counterpart.

Frank, who is also Deaf like Wilder, told the Emmys that she sees much of herself in the physician.

"She is used to breaking boundaries, breaking through," the actress said. "In so many ways, she's the type of character I would want to be. Her boldness, her ability to navigate through the world as a Deaf person, a queer person. There are a lot of parallels between me and my character."

She also told The New York Post, "What we have in common is that I went to a mainstream school with hearing students, I'm a Deaf person in a hearing industry... and my parents are hearing and they do sign and would move mountains for me, so in that episode with



her brother [Adam, played by Garrett Young], where she's talking about their parents ... it was not exactly the same experience but a little bit about how my family was there for me."

Though she participated in theater in high school, Frank went to Gallaudet University intending to major in teaching. However, when she continued acting in her free time, a professor realized her talent and convinced her to major in theater. The Louisville, KY native ended up graduating with a major in both subjects.

In the years since Frank starred in L.A.'s Deaf West Theatre's revival of Spring Awakening (which eventually moved to Broadway), Zoey's Extraordinary Playlist, Switched at Birth, and more. Most recently, she even switched gears and performed the national anthem and "America the Beautiful" at the 2022 Super Bowl.

She has an interpreter on the New Amsterdam set.

The star opened up to the New York Post about navigating the New Amsterdam set with her interpreter, Chris Matthews. (Actor Conner Marx plays Wilder's interpreter, Ben, on the drama.)

"I would be lost without him interpreting—not just for me but for the hearing actors and the crew," she said. "My character, Dr. Wilder, is lip-reading, but I'm not... I have the script and Dr. Wilder also has Ben." Frank continued, "We have a DASL—Director of Artistic Sign Language—her name is Jackie Roth and she is a phenomenal Deaf woman... who is responsible for making sure the English script is translated into ASL [American Sign Language] accurately. She works with me and gives me notes on my signing choices and works with me supporting my translation."

Eggold also opened up to NBC Insider about learning ASL and working with Frank. "Sandra's amazing. She's super smart, very empathetic, very kind, very funny, very sarcastic, and we have a great time," he says. "Learning ASL, for me—and I, of course, am by no means fluent—I've learned a very small handful is like learning any new language... To have a hearing and non-hearing actor communicate is a really interesting experience I think for both Sandra and I. Sandra teaches me things about Deaf culture all the time...there's really a lot to learn."

Watch New Amsterdam on NBC Tuesdays at 10/9c and next day on Peacock.

What is the Deaf Child's Bill of Rights?

The Deaf Child's Bill of Rights is a USA state law that recognizes the unique communication/language needs of deaf and hard of hearing children. It has been enacted by several states.

DEAF BILL OF RIGHTS

Assembly Bill 1836, encoded as
Education Code 5600.5

"Deaf children are born with the same ability to acquire language as any other children and deserve the same chance to acquire language.

Deaf children have the right and the capacity to be educated, to graduate high school, to obtain further education, and to pursue a career."

RESTRUCTURE DEAF EDUCATION
Elevate Language Equity, Eliminate Bias and Improve Educational Outcomes

#EquityInDeafEdLAUSD

'CODA' 's Troy Kotsur Shares His Top 5 Tips for Parents Raising Deaf Children: 'ASL Saved My Life'

People Magazine. <https://people.com/health/codas-troy-kotsur-shares-his-top-5-tips-for-parents-raising-deaf-children-asl-saved-my-life/> - September 29, 2022

Troy Kotsur appeared in a new episode of the "Dad Saves America" podcast alongside host John Papola to provide information about how hearing parents can best raise a deaf child

Troy Kotsur is using his personal experience to offer advice for raising children who are deaf.

The Oscar-winning actor and father, 54, appeared in a new episode of the "Dad Saves America" podcast alongside host John Papola to provide information about how hearing parents can best raise a deaf child.

Papola notes that around 11 million Americans are hard of hearing and around 1 million are functionally deaf, according to recent U.S. census data.

At nine months old, Kotsur's parents discovered he was deaf. The actor praises his father and calls him his hero for his dedication to learning American Sign Language (ASL) and being so involved in giving him a life similar to that of a hearing child's.

"On the surface, it would seem like an incredible challenge," Papola says. "But as Troy's life story proves, with the right mindset and resources, any parent can help their deaf or hard-of-hearing kids be set up for a full and flourishing life."

In the clip, Kotsur — who stars in the 2021 feature film *CODA*, which stands for Children of Deaf Adults — shares his top five tips for parents raising deaf children.



5. Your Child Isn't Broken "Dads typically like fixing things, but your deaf kid is not broken. Your deaf child is fine. We have so many ways to learn how to communicate. If you are considering a cochlear implant as an option, please don't ignore sign language. Give your child an opportunity to grow and develop their own identity in whatever way they choose. ASL and deaf culture are beautiful. I consider them a gift. Your deaf child is a gift. You're going on an amazing journey that will change your perspectives and show you a different world."

4. Create a Deaf-friendly Environment "It's extremely important to set up a deaf-friendly environment in your home. For example, have closed captioning on your television, have a light flashing at the doorbell, have a vibrating and flashing alarm clock, have a flashing fire alarm. That is friendly for deaf children and that can save their lives in many cases. You can also set up a video phone so that you can chat and communicate with your child and so that your child can keep up with friends."

3. Get a Hearing Dog "You might want to consider training a dog. A dog is playful but barking can also inform someone that someone is knocking at the door. You can borrow the dog's ears — when the dog reacts, you'll know that something's going on. When you have friendly access, it will make your deaf child feel more safe, equally to what hearing people mention. And you can play with the dog, too."

2. Get Your Child Involved in Extracurriculars "It's important to be involved in your child's life, whether it's athletics, the arts, outdoor activities. Just like hearing kids are able to do extracurricular activities, so can deaf kids. Don't be afraid to encourage them. It's important that you allow them to grow with their talent. Deaf kids can do anything, they just communicate in sign language, a different language."

1. ASL Saves Lives "It's extremely important to learn American Sign Language if you have a deaf child because communication is vital. And it's so important that deaf children between the ages 0-5 have language acquisition just like their hearing peers are able to learn how to speak and acquire language. There's been a long history of language deprivation for deaf children so with ASL for communication, it prepares these deaf kids before they enter kindergarten. ASL saved my life."

Cadbury and NDCS launch 'Sign with Fingers' campaign to get nation signing

FROM: <https://limpingchicken.com/2022/08/31/cadbury-and-ndcs-launch-sign-with-fingers-campaign-to-get-nation-signing/>



The chocolate brand Cadbury has joined forces with the National Deaf Children's Society (NDCS) to encourage more hearing people to learn basic signs, as part of a campaign titled 'Sign with Fingers'.

The initiative was unveiled on Tuesday, with young actress Keira signing to the camera in a busy kitchen in her house,

and the occasional word in the subtitles being obscured. "When someone can sign, even just a word, that's really nice," she says.

The advert concludes by asking the viewer if they felt like they "missed bits" of what was being said, and calling for helping "more people feel included". A free glossary of phrases in British Sign Language (BSL) has also been made available on Cadbury's website to teach basic phrases.

Susanne Nowak, senior brand manager at Cadbury Biscuits, said: "Helping people learn some British Sign Language (BSL) will play a really important role in helping deaf BSL users feel included, and while BSL involves much more than just the use of hands, fingers are a fundamental part of signing. "We're immensely proud of our new campaign and hope it will encourage the nation to learn a little bit of sign language to ensure everyone feels included."

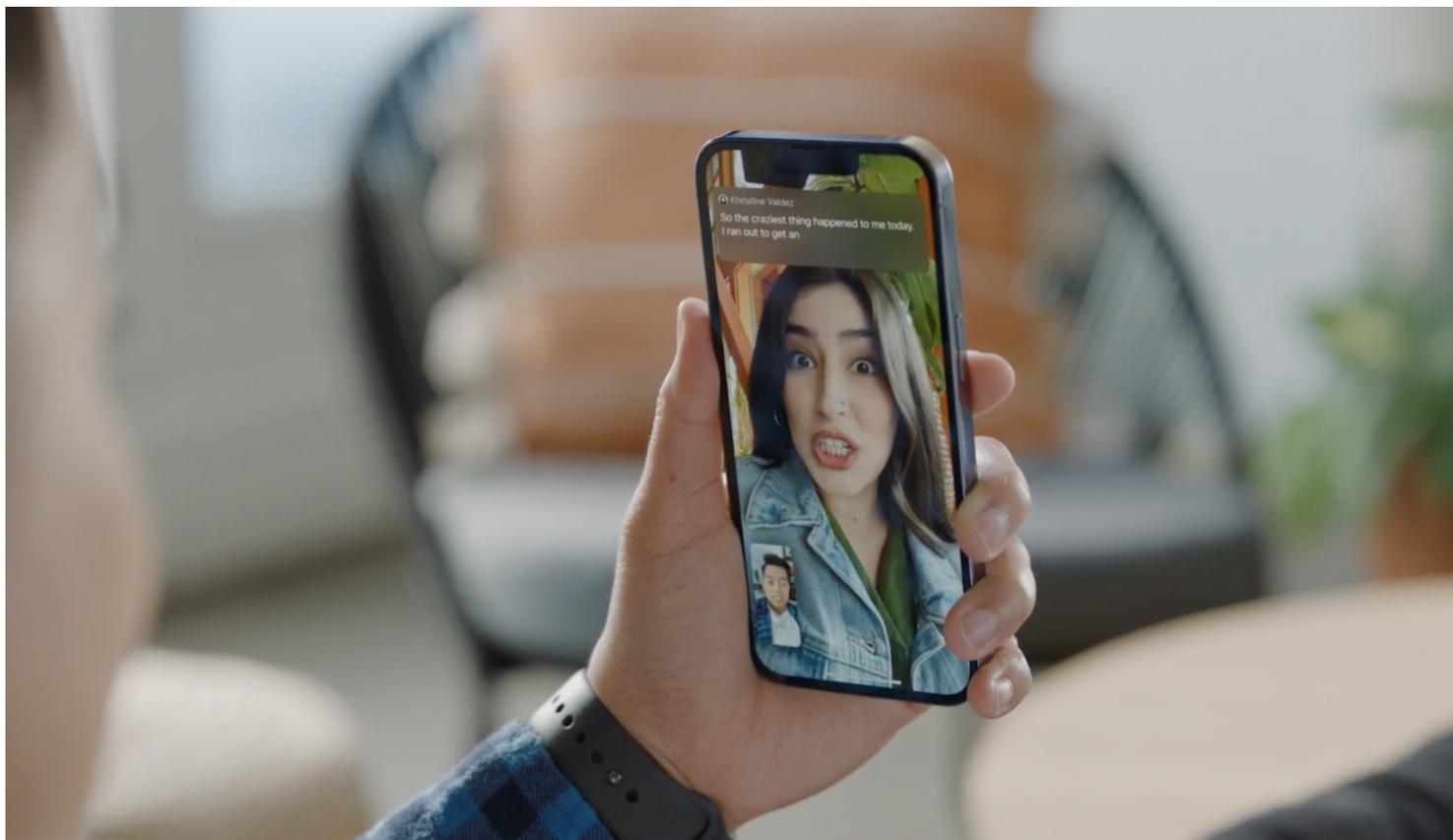
Cadbury have also launched a £20 limited edition gift bundle to coincide with the campaign, with 50p from each purchase going to NDCS.

Mike Wade, director of fundraising and communications at the charity, added, "This campaign will draw attention to some of the everyday challenges deaf children and young people face. "It also gives everyone the chance to get involved, learn some simple signs and pick up deaf awareness tips. "There's a long way to go to help deaf children and young people to feel truly included, but these small steps will make a big difference."

How to use the new Live Captions in iOS 16

From <https://mashable.com/article/apple-ios-live-captions>

Apple finally catching up to the needs of all users?



Apple is launching a new suite of accessibility features in the recently unveiled iOS 16, and (finally) adding a Live Captions feature for all audio content across devices.

The new option lets users easily turn on automatic captioning in their Settings menu, which will apply to any audio played within the device, from phone calls, to FaceTime sessions, to videos. The captions appear at the top of the screen while audio is playing in real time, and users can also customize the captions' font size to better accommodate their needs.

It's a great addition to the multitude of accessibility features on Apple devices, which include customizable adjustments across vision, mobility, and even cognitive needs. But the company trails behind other brands and devices who already offer accessible captioning directly in-device,

including the caption and real-time text-to-speech capabilities of Google Pixel phones announced earlier this year.

In its iOS 16 accessibility preview, Apple described the new Live Captions hearing feature as a tool for the deaf and hard of hearing community to better navigate their devices, calls, video conferencing and social media apps with device-only, live generation of text designed to protect the privacy and safety of the speakers' conversations.

The best part - for both deaf users and active iPhone users trying to stay connected to a multitude of social connections — is that the captions account for multiple speakers and sounds. Devices will automatically detect and attribute different speech to each person on the call, using your friends' already-saved contact information.

The Live Captions aren't just restricted to iPhone users either, but can be turned on in the Settings menus of iPad and Mac devices. For Mac users, the update also includes a live text-to-speech feature for calls, similar to the Google Pixel update, where users can type a response and have it spoken aloud to others on the call.

How Live Captions work

While in an audio or video call, or watching a video on your device, Live Captions will automatically appear at the top of your screen in a separate pop-up window, similar to a push notification. For calls, Facetime sessions, or conference meetings, speakers' names are determined by the contact information you have saved already, including contact images and first names.

For videos, Live Captions don't include the same audio descriptions as general closed captioning, only transcribing live speaker voices rather than all sounds playing on screen.

If you're an iPhone user interested in the new Live Captions, here's how to make sure the feature is turned on and customized to your liking:

Go to "Settings" and select the "Accessibility" menu

Go to your phone settings first, then select "accessibility" one-third of the way down the menu options. Find all Apple Accessibility settings in your iPhone's Settings menu.

Scroll to the section labeled "Hearing" and select "Live Captions"

Once in your accessibility settings, scroll about halfway down to find the Live Captions option. You'll probably also see a selection for Closed Captioning settings (different from Live Captions) which control how already-generated captioning services appear on your devices.

Turn on captions system-wide or in-app

The current Live Captions Beta shows options to turn on captions for your entire device or for calling apps specifically. To turn on Live Captions across your entire device, toggle the top button to the "On" position. For calling apps, such as FaceTime, you can manually select which app allows Live Captions. Note that turning these on will alert the people you are speaking with that their audio is being transcribed to text.

Adjust to your liking using "Appearance"

You can adjust the font size and the color of both the Live Caption text and pop-up window. You can also adjust the way Live Captions appear on your device by using the Appearance settings. In this menu, you'll find customization tools for font size, font color, and the background color of caption text windows.

Adjust the captions to your desired font size

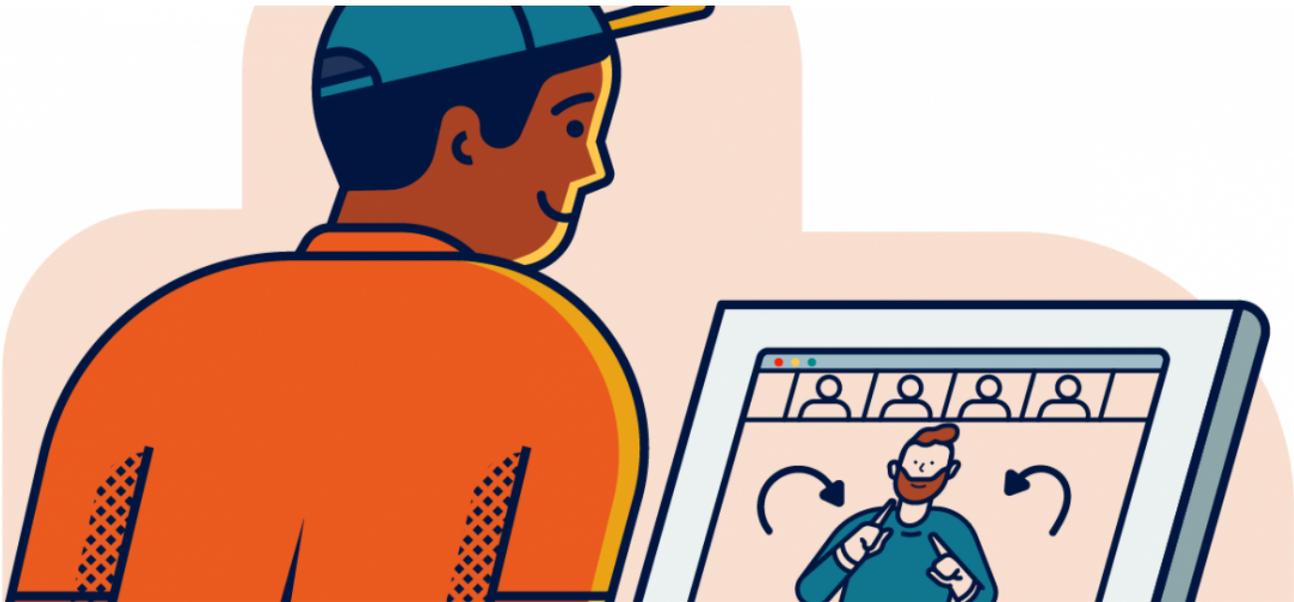
The new feature is only available in English, for now, and is accessible on iPhone 11 models and up, iPad with A12 Bionic and later, and Mac with Apple Silicon.



A New Era of Deaf Education

From: <https://www.bu.edu/wheelock/magazine-article/a-new-era-of-deaf-education/>

By Megan Woolhouse



When Boston’s Horace Mann School for the Deaf and Hard of Hearing celebrated its 150th anniversary in November 2019, it achieved another milestone: it became the only “dual-language school” in the US to teach both American Sign Language and English.

To an outsider unfamiliar with the world of deaf education, the move might not seem very dramatic or edgy—but it was. American Sign Language isn’t universally embraced in deaf education; most deaf children in the US are taught the same English curriculum designed for hearing students.

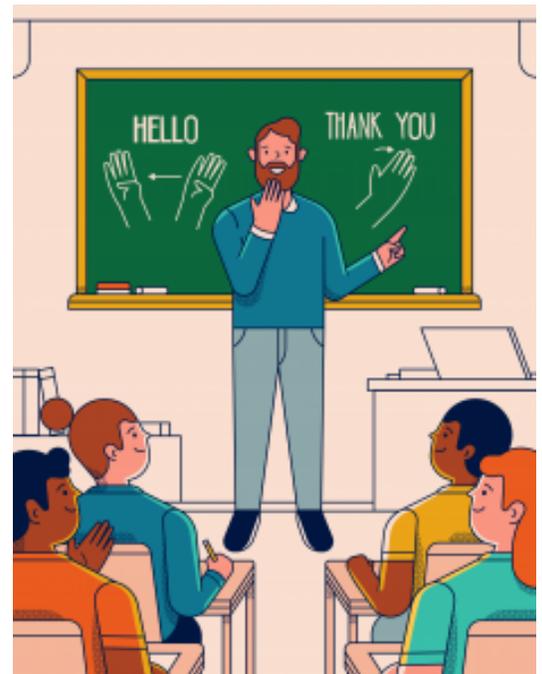
And many pay the price academically: deaf people consistently attain lower levels of education than hearing people. According to the National Deaf Center on Postsecondary Outcomes, 83 percent of deaf adults complete high school, compared to 89 percent of hearing adults, and far fewer continue their education in college.

“We’ve always used ASL,” says Maritza Ciliberto (’91, ’93, ’95), Horace Mann’s principal, “but not with the intentional approach that we have in the last few years. The emphasis prior to that was always learning English and spoken language, which is not feasible for all students.”

Feasibility is key, because many students at Horace Mann, which serves young people in kindergarten through grade 12, face unique challenges; most of its students are profoundly deaf and their first language is not English. On the 2017 English and mathematics state MCAS tests, Horace Mann students in grades 3–8 were ranked as “not meeting expectations,” scoring significantly lower than their district peers. The school’s five-year graduation rate has been just 23 percent.

For the faculty in BU Wheelock’s deaf studies program, who have been on the vanguard of philosophical changes in deaf education that promote sign language, Horace Mann’s new dual-language designation by the school district and the state was a cause for celebration. BU has a connection with Horace Mann stretching back to its founding—many deaf education students complete fieldwork at the school or, like Ciliberto, take permanent jobs there—and its deaf studies faculty have long lobbied the state for a revamp of deaf education. They point to research that shows the school’s new approach should help turn those test scores around.

“Historically, teaching deaf children ASL has often been seen as a last resort, only worth pursuing if schools can’t teach them to hear and speak. In this framing, learning ASL is a sign of failure,” says Naomi Caselli, an assistant professor of deaf studies at BU Wheelock. “The dual-language designation takes learning ASL and English—becoming bilingual—as an accomplishment that deserves recognition. It is a remarkable act of justice.”



Seeds of Change

In the 1800s, schools banned sign language in favor of teaching deaf students to speak, read, and write in English like “normal” people. Inventor and BU professor Alexander Graham Bell, whose wife and mother were deaf, was one of those who favored suppressing the use of sign language. Bell taught at Horace Mann before and during his time as a BU professor in the 1870s, working with students to help them learn to speak English. Teaching sign language, he once said, would be “contrary to the spirit and practice of American institutions.” The way of thinking he championed only really began to change in the last 50 years, although debate around it remains contentious.

Robert J. Hoffmeister came to BU in the late 1970s, arguing that teaching methods that shunted aside ASL were based on a myth that learning sign language would prevent deaf children from excelling in English.

Then and now, Hoffmeister says, society had been conditioned to view deafness as a negative—a condition in need of fixing.

“This is where we run counter to the medical profession,” says Hoffmeister, a professor emeritus and coauthor of the landmark text *A Journey Into the Deaf-World*.



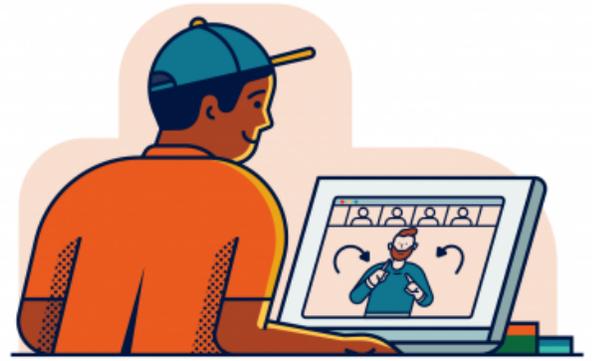
More than 90 percent of deaf children are born to hearing parents, most of whom rely on the medical establishment for guidance, he says. Technological advancements in cochlear implants and other supports often give parents hope that their child will develop speech. Few ever meet other deaf people and most elect to pursue a spoken language as a primary communication method. Hoffmeister says the reality is that there is no cure for deafness and his research has shown that the more fluent a student is in

ASL, the better able they are to learn, think, and acquire additional knowledge.

The child of deaf parents and a fierce advocate for Deaf culture when it was not a popular stance, Hoffmeister says incremental changes in deaf education in the last 15 years, including the dual designation at Horace Mann, are cause for optimism. “I’m hopeful for the future,” he says. “For a long time, I felt like a lone wolf in this field.”

Developing a Curriculum

One of the latest advances was made by BU Wheelock researchers Todd Czubek ('92,'98, GRS'17) and Kristin DiPerri ('04). They recently created the first ASL/English bilingual curriculum for deaf students and have been invited to schools around the world to share it.



For years, Czubek worked as an elementary school teacher for deaf students in New Mexico. In the absence of an official bilingual curriculum, he and his colleagues adapted lesson plans for hearing children, teaching deaf children about English and grammar when they did not yet have a foundation in spoken English. His students simply weren't making progress, he says, so he began looking at ways the school's curriculum fell short. Those lesson plans, Czubek says, make assumptions—that students are growing up in homes with accessible language models and that they will come to school well equipped to use their first language—that are not always true for deaf students.

"Frequently, deaf students are coming from homes where they aren't getting a foundation in language—not just spoken language, but access to language, period. And we're asking deaf kids who don't have this foundation to practice something that they just don't know," he says. "There are certainly examples of deaf students who come from signing homes and develop a first language who do well. Those kids typically are the ones who outperform those who don't come from signing homes. So, I was like, 'Wait a second, we need to back up.' There needs to be a curriculum that makes sense for those kids who come in who haven't developed a language and whose access to the world is primarily visual."

The curriculum builds on ASL, using it as a scaffolding for students to later learn English. "We want students to be able to understand, study, and leverage all that they can learn and master about a visual language and then take that metalinguistic awareness that they developed in their first language and be able to apply it in a second language," says Czubek. He and DiPerri designed a

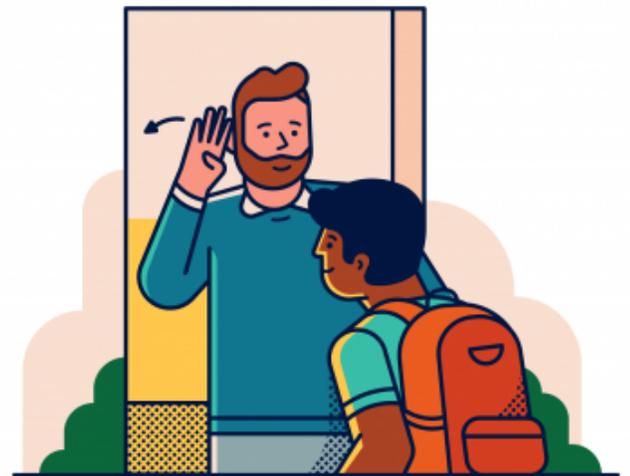
“concurrent curriculum” where students first learn about a grammar principle in American Sign Language. Once they’ve mastered that, they go on to study how that same grammar principle is realized in English. “The curriculum begins as really fundamental, making sure that students grasp how language and ideas are organized. The modality difference between English as a spoken and written language and ASL as a signed language presents a huge chasm that has been really hard for our field to cross, but this curriculum allows us to do so.”

Czubek and DiPerri based the curriculum on a program they developed at the Scranton School for Deaf & Hard-of-Hearing Children in Pennsylvania in collaboration with the Learning Center for the Deaf’s Center for Research and Training in Massachusetts, which is run by Hoffmeister. The results over several years of testing were “consistently incredible,” Czubek says, with the majority of students in the program performing at or above levels of English proficiency and general knowledge.

Pioneering a Dual-Language Designation

Such advances, as well as the broader advocacy of faculty like Hoffmeister, have deeply influenced Horace Mann’s Ciliberto, a graduate of BU’s deaf studies program.

A teacher at Horace Mann for more than a decade, beginning as a paraprofessional, she hopes to build on Czubek and DiPerri’s curriculum as part of the school’s dual-designation effort. For the last three years, students at Horace Mann, who are taught by teams of ASL and English teachers, have been immersed in sign language learning from the time they enroll in kindergarten.



By giving deaf children the opportunity to learn ASL and English at a young age, she says, the school will be improving their ability to connect with their peers -and the world.



What is FNDC all about?

Family Network for Deaf Children (FNDC) is a parent run, non-profit, charitable organization supporting families with deaf and hard of hearing children that use sign language or are interested in learning sign language.

Even though technology and methodology have changed over the years, we seek the wisdom of parents, professionals and Deaf/HH adults so that common themes of “access, equity and a sense of belonging” continue to be highlighted in areas such as: social/recreation, leadership, education, employment, general services and community involvement.



What is Deaf Youth Today?

Deaf Youth Today (DYT), is FNDC’s summer social/recreational program and is committed to providing recreational experience and leadership opportunities for deaf and hard of hearing youth in British Columbia that use sign language for all or part of their communication or who are interested in learning sign language.

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FNDC.....	General Inquiry fndc@fndc.ca

DYT Staff

DYT (General Inquiries).....	dyt@fndc.ca
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Membership (Paid)

Membership is open to those who support the goals of our Organization.

- * Our membership is open to individuals, schools, and organizations. Parents/guardians of deaf and hard of hearing children are eligible to vote.

Join Our E-Mail List (for free)

Join our email list (for free) and receive:

- * Our newsletter (which is published four times a year)
- * Email Updates regarding upcoming workshops and courses, children & youth programs as well as community updates

Contact Us

Contact us below and be added to our email list or to request a membership form:

Family Network for Deaf Children & our summer program, Deaf Youth Today

PO Box 19380 Metrotown RPO

Burnaby, BC V5H 4JB

604-684-1860 (voice/text message)

www.fndc.ca (website) fndc@fndc.ca (e-mail)