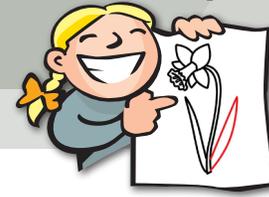




Family Network FOR DEAF CHILDREN & deaf youth today

OUR SUMMER PROGRAM,



SPRING

Spring (Apr 2021)

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

2021: Another Summer of UNKNOWNNS

Deaf Youth Today (DYT) began our Summer 2021 planning. We had good news this week, as Service Canada approved our grant for our DYT summer staff. If you are between the ages 15 and 30, preferably Deaf of Hard of Hearing – APPLY!

All our programs are in ASL. In addition, we also have a sign language interpreter online for DHH children that use spoken English but are open to being in an ASL environment.

Back to summer planning ... As you can imagine, this is a huge task as there is so much that we don't know about Summer 2021.

The things that we wish/hope/dream for:

- Overnight Camp at Hornby Island
- Day Camps (in person)
- Online Camps

The reality is that we just don't know what will happen. DYT is making plans for PLAN A and PLAN B and even a PLAN C, if necessary. We truly wish we had more information, but we promise will we keep you updated by email.

We honestly don't think our DYT Summer 2021 program info will be announced until middle of May or even June, as we will need to wait to hear what Dr. Bonnie Henry recommends and what the rules/restrictions our BC & Canadian Governments have in place for this Spring/Summer.

One thing we know for sure, is that Summer 2021 will have some online Camp-in-a-Box programs as they have been super successful and are perfect for meeting the needs of our DHH campers that live outside the Lower Mainland.

We have worked really hard to offer Fall, Winter and Spring online programs for free for DHH children, teens and families. These have been a HUGE success!

If you have questions, concerns or suggestions, please send us an email at: dyt@fndc.ca

\$\$\$\$\$\$ GREAT NEWS \$\$\$\$\$\$
DONATIONS will be DOUBLED!

Our **Matching Campaign** begins May 1st, 2021. Every donation that FNDC receives will be **doubled** through a very generous grant-matching campaign with the Y.P Heung Foundation.
See all the information about our matching campaign on the next page!

Twitter: @FNDcandDYT
Facebook: www.facebook.com/fndc.ca



FAMILY NETWORK FOR DEAF CHILDREN & deaf youth today

OUR SUMMER PROGRAM,

Our **Matching Campaign** begins May 1st, 2021. Every donation that FNDC receives will be **doubled** through a very generous grant-matching campaign with the Y.P Heung Foundation.

The Y.P. Heung Foundation will contribute up to \$25,000.00 towards FNDC summer kids' camps (our Deaf Youth Today program) in this matching campaign, so now is the time to **DOUBLE** your money with a donation to FNDC for our DYT program! We are proud to be partnering with the Y.P. Heung Foundation for the second time.



Due to COVID, FNDC has made and will be making again this year many changes, additional protocols and adaptations that require unique staffing and program delivery as well as all our safety measures and equipment – and it all adds up!

How does the matching campaign work?

We invite past and new donors to participate in this matching campaign. For every dollar that you donate, the Y.P. Heung Foundation will match dollar for dollar. We invite you to take advantage of this matching gift opportunity where you can see your donation double in value. In return, your valuable contribution will have a positive impact on the lives of our deaf and hard of hearing participants involved in FNDC summer programs.



Who is the Y.P. Heung Foundation? At the Y. P. Heung Foundation, they focus their support in the areas of Arts and Culture, Education and Health. As a charitable foundation and in order to affect real change and to create sustainable impact, they have concentrated their efforts on supporting smaller charities and non-profit organizations that have a proven record but are in need of funding for projects and programs. Please refer to their web site at www.yphfoundation.org

How to donate?

Donations may be made directly on FNDC's website at: www.fndc.ca/donation or large donations may be arranged through cheque to avoid credit card processing charges. For further information about Family Network for Deaf Children and why we are seeking donations, please email fndc@fndc.ca and we will be delighted to share more information with you. Our website is: www.fndc.ca



Y.P. HEUNG
FOUNDATION

**WE ARE
HIRING**

JOIN OUR TEAM!

OPEN POSITIONS FOR:

CSJ – TEAM LEADER

CSJ – CAMP LEADER

CONTRACT STAFF

PERSONAL SUPPORT WORKERS

Apply online – www.fndc.ca/employment



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

Researcher finds that sign-language exposure impacts infants as young as 5 months old

Rochester Institute of Technology:

<https://medicalxpress.com/news/2021-04-sign-language-exposure-impacts-infants-young.html>

NTID researcher Rain Bosworth, pictured right, in 2016, uses eye-tracking technology that offers a non-invasive and powerful tool to study cognition and language learning in pre-verbal infants.

While it isn't surprising that infants and children love to look at people's movements and faces, recent research from Rochester Institute of Technology's National Technical Institute for the Deaf studies exactly where they look when they see someone using sign language. The research uses eye-tracking technology that offers a non-invasive and powerful tool to study cognition and language learning in pre-verbal infants.

NTID researcher and Assistant Professor Rain Bosworth and alumnus Adam Stone studied early-language knowledge in young infants and children by recording their gaze patterns as they watched a signer. The goal was to learn, just from gaze patterns alone, whether the child was from a family that used spoken language or signed language at home. They tested two groups of hearing infants and children that differ in their home language. One "control" group had hearing parents who spoke English and never used sign language or baby signs. The other group had deaf

parents who only used American Sign Language at home. Both sets of children had normal hearing in this study. The control group saw sign language for the first time in the lab, while the native signing group was familiar with sign language.

The study, published in *Developmental Science*, showed that the non-signing infants and children looked at areas on the signer called "signing space," in front of the torso. The hands predominantly fall in this area about 80 percent of the time when signing. However, the signing infants and children looked primarily at the face, barely looking at the hands. According to the findings, the expert sign-watching behavior is already present by about 5 months of age.

"This is the earliest evidence, that we know of, for effects of sign-language exposure," said Bosworth. "At first, it does seem counter-intuitive that the non-signers are looking at the hands and signers are not. We think signers keep their gaze on the face because they are relying on highly developed and efficient peripheral vision. Infants who are not familiar with sign language look at the hands in signing space perhaps because that is what is perceptually salient to them."



Another possible reason why signing babies keep their gaze on the face could be because they already understand that the face is very important for social interactions, added Bosworth. "We think the reason perceptual gaze control matures so rapidly is because it supports later language learning, which is more gradual," Bosworth said. "In other words, you have to be able to know where to look before you learn the language signal."

Bosworth says more research is needed to understand the gaze behaviors of deaf babies who are or are not exposed to sign language.

More information: Rain G. Bosworth et al. Rapid development of perceptual gaze control in hearing native signing Infants and children, *Developmental Science* (2021). DOI: 10.1111/desc.13086
Provided by Rochester Institute of Technology

Oscar-nominated 'Feeling Through' breaks barriers with deaf-blind lead

A short film nominated for an Oscar this year is breaking barriers.

From: ABC News: <https://abc7.com/feeling-through-deafblind-robert-tarango-doug-roland/10514225/>

"Feeling Through" is the first movie ever to feature a man who is both deaf and blind in the lead role. It was made on the streets of New York City, with the help of the Helen Keller National Center.

I've done a lot of Zoom interviews since the pandemic began, but talking to both the director and star of this movie ranks as the most moving of all of them -- and Doug Roland's short film packs more punch than most Hollywood blockbusters.

That's because Robert Tarango makes history without saying a word. Talking to him via Zoom requires the services of two interpreters, but his response to my question about experiencing the film for the first time was very clear.

"I think the first time I saw it on the big screen, my heart burst," he said. "I could not believe that this was the first time a deaf-blind person was on screen. I just sat back and thought, 'Wow, just wow.'"

Before he lost his sight in his mid-30s, Tarango dreamed of

being an actor. He was inspired by Marlee Matlin, the first -- and so far only -- deaf performer ever to win an Oscar.

When she saw "Feeling Through," Matlin signed on as executive



producer. "I had to get it out there," she said. "I had to get the news out there about this film to anyone who would be willing to watch it on my behalf, because it so touched me."

The film is based on a real encounter Roland had with a deaf-blind person in the East Village a

decade ago. He had searched in vain to reconnect with Artemio Tavares, and he finally found the Bronx man after filming was over.

The filmmaker found Tarango washing dishes in the kitchen of the Helen Keller Center. "His energy, his charisma, and his heart were so apparent the moment he walked in the room," Roland said. "Really, it was one of those moments when instantly I was like, this is totally our guy."

Alongside Steven Prescod, who plays the man Tarango meets, the authentic story of human connection is told in less than half an hour.

"What I want more than anything is for people who are blind or hearing or sighted or deaf, whatever your disabilities are or abilities are, that we can all work together."

"Feeling Through" is one of five films competing for an Academy Award in the Best Live Action Short Film category. The Oscars will air on Sunday, April 25, on this ABC station.

Advances in Deaf Education

April 15, 2021

From: Inside Higher Ed: <https://www.insidehighered.com/news/2021/04/15/efforts-are-making-education-deaf-students-more-accessible-and-inclusive>

Educational attainment for deaf people, according to the from the National Deaf Center on Postsecondary Outcomes, has been increasing since 2008. In 2019, about 5 percent of deaf and hard-of-hearing adults under 65, according to census data, were enrolled in higher education. That's more than 190,000 people.

Deaf students still face barriers in higher education, but some institutions, departments and individuals are making changes to make that education more advanced, inclusive and accessible.

Some, like the University of Florida, for example, are hiring more interpreters for deaf and hard-of-hearing students. Many colleges and universities contract with interpreters. Within the state, other institutions may have one full-time interpreter, said Jenna Gonzalez, interim director of Florida's Disability Resource Center. The university is currently carrying out a search to hire four full-time, directly employed staff. "That's where we're going to stand out. We know we need more than one," Gonzalez said. "Those four staff are going to build relationships with students." Bringing interpreters under the university umbrella allows them to build a greater rapport with students and feel more comfortable on a campus. "It shows our commitment to accessibility and inclusivity," said Amanda Jackson, assistant director of assistive technology at Florida. "High school juniors or seniors can see that the University of Florida is committed to having interpreters, so they might apply."

Not all deaf and hard-of-hearing students use American Sign Language interpreters, at Florida or other colleges. A student's preferred communication method -- whether live captioning, closed captioning, interpreting or lipreading and voicing -- depends both on the student and the kind of class. But interpretation for some classes can require complex vocabulary. At Florida, interpreters with technical expertise sometimes commute from up to two hours away.

Developing technical and discipline-specific vocabulary is something that the signing community is working on, and in the past few years several projects have made efforts to fill the gap. For example, ASLCORE, from the National Technical Institute for the Deaf at Rochester Institute of Technology, began in 2015. The project maintains a website for ASL signs its teams have developed in different academic disciplines, such as those for words like "alkene" and "convection."

Miriam Lerner, former director of the project, said interpreters in academic contexts would sometimes ask students what signs they would like to agree to use for certain concepts. But that is less than ideal for several reasons. For one, students may not have enough of an understanding of any concept to develop a sign at the start of class. If the sign that a hearing interpreter creates catches on, it may have no linguistic underpinning in ASL.

For ASLCORE, it was extremely important that the developed signs be created by deaf signers, not hearing interpreters. The signs were developed by a content expert -- a deaf person with an extensive background in a discipline -- and a team of deaf "master signers." Interpreters might discuss their experiences and ad hoc signs they've used, but only when asked. ASLCORE started with the philosophy discipline, creating signs for words like "essence," "ontology" and "epistemology." It's important that the signs make sense within ASL linguistics. Signs can build off each other from shared roots and evolve. ASLCORE has now created signs in 10 disciplines.

The need for the project is a result of the fact that deaf people are going further into education and academia, and that for decades hearing educators did not allow ASL to flourish as a language, Lerner said. "It's not that ASL was never capable of doing this," she said. "What this project and other projects are trying to do is to give it the latitude to grow to the level it would have had the educational paradigm not been so deleterious about ASL."



Now, the project has run out of funding and Lerner has stepped down as its director (She said she did so, in part, because she believes a deaf person should run it). But if it were restarted, she said, she would want to move on to disciplines like business and psychology. Other technical or academic signing dictionaries include ASLCLEAR and Atomic Hands. A collaboration between Harvard University and the Learning Center for the Deaf is currently working on developing ASL signs for quantum physics.

Faculty members and graduate students at Gallaudet University -- an institution for deaf and hard-of-hearing students in Washington, D.C. -- and the University of Washington have also developed the ASL-STEM Forum, an online forum for signers to develop new vocabulary together. The process began in 2010 in an attempt to make a more open and collaborative site to develop signs, in a sort of "citizen science," said Richard Ladner, professor emeritus at the University of Washington. "It was important to create a repository of STEM signs that allowed for the evolution of signs by its users. Previous dictionaries and repositories were fixed (only a panel of experts determined the 'correct signs')." Caroline Solomon, co-creator of the site and a professor at Gallaudet, said via email. "Any linguist would say that a language evolves with its users so we wanted to use the crowdsourcing approach to help narrow down to a few suggested signs for a STEM term." Now there are about 3,000 signs on the site, although Ladner and Solomon have uploaded about 8,000 total terms to be developed. Some words have different meanings in different disciplines and thus deserve different signs, Ladner said, such

as the word “tree” in a biology context and computer science context.

“Deaf people for whom signing is their natural mode of communication, if we want them to get into science, then there has to be the language,” Ladner said. “Being part of science is not just reading books and writing papers, it’s communicating.” The National Technical Institute for the Deaf is developing degrees to train interpreters in specialized material. The interpretation program already has a master’s in health-care interpreting and is in the process of launching programs in educational and legal interpreting.

The program is also working on a new track for deaf interpreters, said Keith Cagle, chair of the interpreting department. “They do work with hearing interpreters who will hear and sort of give them the gist of the message. And then the deaf people who are native users, who have trained in this area as well as a native user of the language, is able to express it in a way that only really native users can,” Cagle said, through an interpreter. “We see the need rising, we see what’s been missing from COVID and these times of BLM and news stations, the need for deaf individuals to be using the language and to have command of the language is really something that’s important.”

NTID also has a program where deaf students can advise interpreters on the language, based on their experiences being in class and using ASL throughout their lives. “We meet one on one with different interpreters, all interpreters at RIT, about different things -- voicing, receptive skills, vocabulary development, concepts that they’re struggling with. We help them translate it into ASL,” said Marshall Hurst, an M.B.A. student at RIT, through an interpreter. “I grew up and I went to a mainstream school and had an

interpreter with me almost every day. I had an exposure to the interpreter concept, so I thought it was great that I could work with the interpreters here.” Hurst is a manager in the program.

The university also has some deaf students work in the admissions department as ambassadors, giving tours and answering questions on panels. “Our job is to represent RIT and our passion for RIT so students will see that there are a lot of deaf students here and people of color and they can make a connection and we can welcome them to RIT,” said Zee Chauhan, a sophomore at RIT, through an interpreter.

In 2019, NTID started the Randelman program to recruit and retain interpreters of color. The Registry of Interpreters for the Deaf estimates that 88 to 90 percent of interpreters are white. “You don’t typically find [K-12 ASL classes] in places where there are a large demographic of people of color,” said Kristi Love, director of the program. “Often-times students who are Black and brown and of other diverse backgrounds don’t have the options to take ASL as a foreign language.”

In studying for the job, interpreters of color may be the only ones in their cohorts and can feel a lack of support or belonging. “Those in the deaf community want interpreters who look like them and can connect to them culturally,” Love said. “There are several deaf people who have never experienced having an interpreter who looks like them.” That carries even more importance in certain contexts. At a cultural event where the deaf students and hearing students are of a similar background, but the interpreter assigned doesn’t share that background, the deaf student could be missing out on some of the importance of the event if the interpreter doesn’t have the knowledge of how to

share the meaning, she said. Developments in deaf education, interpretation services and technical language will surely continue, as deaf and hard-of-hearing students pursue higher levels of postsecondary education. Kate Carbett Pollack, coordinator at Syracuse University’s Disability Cultural Center, said that ASL interpretation provided at Syracuse, where she went for her master’s degree, was life changing. In her undergrad studies she wasn’t provided ASL interpreters, an experience that made her sick with stress.

“I knew that I could no longer struggle to hear the way I had been anymore,” she said. “I can’t even tell you how liberating it is to communicate freely.”



Wavefront Centre for Communication Accessibility

Do You Want to Assist Seniors?

Volunteers are needed for Wavefront Centre’s Better at Home program to drive Hard of Hearing seniors to: appointments, prescription pick-ups, or grocery shopping and to help with carrying grocery bags. This is a meaningful role that helps many seniors. Make an impact today and apply to receive free training!

Prerequisite: Desire to help a senior in need. All you have to do is sign-up and we will train you for the purposeful role.

For more information, e-mail darshan.kaur@wavefrontcentre.ca or call 604-736-7391 ext. 123

How Being a CODA Shapes My Work as a Speech-Language Pathologist

Laura Sankey

Growing up with two Deaf parents was a unique experience and has always been something I've been proud of. I was fortunate to be surrounded by a large Deaf community that always felt like home.

When I began to consider what type of career I wanted to pursue, I knew I wanted something that would allow me to use these experiences to benefit the Deaf community. Speech-language pathology was a natural fit for me.

It combines my interest in languages with my science-driven brain and my desire to serve others. I am now in my second year working as a speech-language pathologist at a school for the deaf. As a native signer who has also studied aspects of American Sign Language academically, I am able to assess and treat students who are acquiring the language with a high degree of specificity. More than this, I am able to provide them

with a strong language model and advocate for each student. My proficiency in ASL and my understanding of Deaf culture has allowed me to build strong relationships with each of my students. This is one of the things I am most proud of in my role. I am proud to be an adult that they can trust. An adult who values their voice. I am proud to emphasize their language development and overall communication skills; to make intervention a positive experience rather than an oppressive one.

“I am proud to emphasize their language development and overall communication skills; to make intervention a positive experience rather than an oppressive one.”

Laura Sankey, MA, CCC-SLP is an SLP at the Missouri School for the Deaf and a child of Deaf adults (CODA). Contact her at :



2020/2021
JOB POSTING

POSTED: April 15, 2021
CLOSING DATE: 1:00pm, April 22, 2021
COMPETITION # SS-2020-148

EDUCATION ASSISTANT – DEAF AND HARD OF HEARING

Temporary Assignment

West Vancouver Secondary School

Effective Immediately to June 30, 2021

27.5 hours per week

Salary starts at \$26.74/hr at Step 1, plus 12% in lieu of benefits

The full job description is available on Inside45 for internal staff. External applicants can request a copy of the job description from the Human Resources Department; email: hr@wvschools.ca.

Alexander Graham Bell had a deaf wife — and these shocking, anti-deaf views

From the New York Post: <https://nypost.com/article/telephone-inventor-alexander-graham-bell-deaf-wife/>

FNDC editor's note: We recognize that this topic is controversial and very painful

On March 6, 1891, 44-year-old Alexander Graham Bell gave a speech at the National Deaf-Mute College in Washington, DC, in which he essentially told an audience of deaf students they shouldn't procreate. "I am sure that there is no one among the deaf who desires to have his affliction handed down to his children," the Scottish-born inventor explained to the stunned crowd.



Photo: Alexander Graham Bell and his deaf wife, Mabel, whom he met when she was his student.

Bell didn't view his beliefs as controversial. He simply thought he was empowering deaf people "with the knowledge of how to prevent more of themselves," writes Katie Booth in "[The Invention of Miracles: Language, Power, and Alexander Graham Bell's Quest to End Deafness](#)" (Simon & Schuster), out April 6. "He assumed the deaf also wanted this," she continues. "That these deaf students gathered before him would help him spread the word."

Bell's legacy may be as the inventor of the telephone, but when he was alive, he was also famous for his campaign to "cure" the deaf, saving them from what he perceived as a lonely and isolated existence. Not only did he advise them not to have children, he led the charge to eradicate sign language, which he believed separated the deaf from the "normal" world of English-speaking adults.

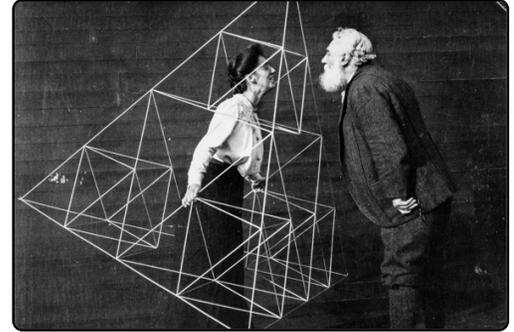
"In the deaf world ... he's remembered with rage," Booth writes. "He's the man who launched a war in which the deaf would have

to fight for their lives." But Bell's quest was also an ironic one: Born to a deaf mother, the inventor later fell in love with a deaf woman, Mabel Hubbard, and eventually married and had four children with her. Mabel's father, meanwhile, funded much of Bell's research — and encouraged him to focus on the telephone rather than saving the deaf from themselves.

Growing up in Edinburgh before emigrating to Canada at age 23, Bell was immersed in the deaf community while he was still a child. His father, linguist Alexander Melville Bell, developed a phonetic alphabet that he called Visible Speech, in which shapes corresponded with the way humans talk. His mother Eliza, a pianist who began to go deaf in late childhood, was fiercely self-reliant. "She could get around by herself, she could communicate her needs," writes Booth. "No one really needed to know she was deaf." Bell wanted to help other deaf people become more like his mom, blending in perfectly with the hearing world, no longer objects of charity or pity. His dream was that their differences could be erased entirely. "The fact that this was not what the deaf themselves were asking for didn't concern [him] at all," Booth writes.

Years before he invented the first working telephone, Bell's pet project was creating a speech-reading device for the deaf, "something to serve the same purpose of 'hearing,' of understanding the speech of another," Booth writes. His creation of the phonograph used the ear from a human corpse to translate sound vibrations onto a glass plate using a stylus. (It failed to capture the public's imagination, likely because it included a corpse's ear.)

Bell found more success with oralism, an approach to teaching the deaf that favored speaking and lip reading over sign language. He took his methods everywhere from London to Boston, and launched a movement that discouraged signing as "a language that made the deaf less than human, on the level of indigenous people, or, simply, primates," writes Booth.



One of his young pupils was a teenage girl named Mabel Hubbard, daughter of the powerful Boston lawyer and investor Gardiner Greene Hubbard. In 1873, Hubbard arranged for his 17-year-old daughter to take oralism lessons with Bell, then 26. During one of his visits to the Hubbard home, Bell was seated at the piano and mentioned to Mabel's father, "Mr. Hubbard, sir, do you know that if I depress the forte pedal and sing 'do' into the piano, the proper note will answer me?"

Alexander Graham Bell believed the deaf shouldn't intermarry or have children, but he married and had four children with Mabel Hubbard, who lost her hearing aged five.

Hubbard, always looking for another investment — he had bankrolled the first trolley line between Boston and Cambridge in 1856, among other projects — was intrigued. When Bell mentioned his ideas for a harmonic telegraph, a device that allowed multiple messages to be transmitted over a wire at the same time, Hubbard offered to fund his experiments. He would "support the costs of his invention but not [Bell's] living expenses," Booth writes. "In the end, they would share the profits." The problems started when Bell fell in love with Hubbard's daughter Mabel. "He was so entertaining," Mabel wrote of Bell, "and managed to make the dullest thing so interesting with the stories of which he was brimful."

As for Bell, he was impressed by her ability to read lips almost effortlessly. "I could talk to her as I could not talk to other people," he wrote. Not only could she understand his scientific ideas, but she was also interested in them and even enthusiastic. And because Mabel had lost her hearing at five years old,

after narrowly surviving scarlet fever, he felt reassured that her deafness wasn't a hereditary condition. What's more, Mabel's feelings about deafness lined up perfectly with those of her future husband. She didn't identify as deaf. In fact, appearing as if she could hear as well as anybody "was a guiding tenant of her life," writes Booth.

In June of 1875, Bell wrote a letter to Mabel's mother, confessing his love for her daughter. "I am ready and willing to give my whole heart to her," he wrote. Hubbard, however, wasn't supportive of Bell's relationship with his daughter. He was concerned the inventor was focusing his energies too much on the deaf and not enough on the telegraph.

The lawyer soon learned to use the relationship as a bartering tool, offering Bell an ultimatum: To turn his back entirely on Visible Speech, his tutoring, and his teaching school. "To pursue the woman he loved, [Bell] would have to give up the work he loved," Booth writes.

As Hubbard wrote to Bell in April of 1876, "If you could make one good invention in the telegraph, you would secure an annual income ... and then you could settle that on your wife and teach VisibleSpeech and experiment in telegraphy with an easy and undisturbed conscience."

Bell was unmoved by Hubbard's arguments until Thanksgiving of 1875, Mabel's 18th birthday, when she sided with her father and agreed to marry Bell only if he made the telephone his priority. Eventually, with a heavy heart, he agreed to her terms. On March 7, 1876, Bell was awarded a patent for the telephone. Days later, he made the first-ever telephone call to his partner, Thomas Watson, with a request that became immortalized in history books: "Mr. Watson, come here. I want you." On July 11, 1877, when she was 19, Mabel married Bell in the backyard of her parents' Cambridge home.

'I am sure that there is no one among the deaf who desires to have his affliction handed down to his children'
- Alexander Graham Bell

Throughout their marriage, Bell used his father's Visible Speech methods to encourage her to speak, however much she struggled. The inventor "loved the sound of her voice," Booth writes. "Loved her face when she could see that he was loving her voice." But when he wasn't around, Mabel — who eventually gave birth to two daughters — was almost entirely alone. "Mabel's closest community was limited to those who could understand her speech," writes Booth. "At home, this was primarily her family, and her family was primarily [Bell], who was gone more and more of the time."



Mabel never turned on her husband, although she was disturbed when his interests turned to discouraging deaf intermarriage. In 1884, Bell published a paper titled "Upon the Formation of a Deaf Variety of the Human Race," which he presented to the National Academy of Sciences that same year, warning that if deaf people began socializing and inevitably intermarrying, they would create "a defective race of human beings [that] would be a great calamity to the world." Mabel never spoke out against him or his anti-deaf marriage views in public, but in her private correspondence with Bell, she was much more critical. "Your deaf-mute business is hardly human to you," she wrote to him in 1895. "You are very tender and gentle to the deaf children, but their interest to you lies in their being deaf, not in their humanity."

Bell never abandoned oralism. He found a new champion in Helen Keller, a deaf and blind young girl who embodied all of his ideals. He met her in 1887 when she was just 6 years old, and she became a true oralism success story, the first deaf-and-blind person

to read and write and speak in English with fluency and graduate from a university with a bachelor's degree. She dedicated her 1903 memoir, "The Story of My Life," to Bell, crediting him with teaching the deaf "to speak and enabled the listening ear to hear speech from the Atlantic to the Rockies."

But she was an outlier. For every deaf child who learned to speak, "there were nine children who struggled, who were set back more and more with each passing month of their oralist education."

During his lifetime, Bell was successful in his attempts to demonize sign language and make oralism the norm. Before the Clarke School for the Deaf in Northampton, Mass., opened in 1867 — funded by Bell's father-in-law — all deaf schools in America used sign language. By 1918, 80 percent of deaf students were educated orally.

Mabel stayed publicly loyal to Bell until the end. Five months after her husband died at 75 in 1922, she succumbed to cancer. But just before she passed, she confessed her true feelings in a letter to her daughter Elsie. "Having taught you all my life to forget that I was deaf," she wrote, "I now want you to remember it."

Almost a century later, Bell's beliefs about deaf intermarriage and the dangers of sign language are largely forgotten. From Gov. Cuomo being ordered by a federal judge to add sign-language interpretation in his daily televised coronavirus briefings to Apple stores introducing sign language support at hundreds of retail stores in a dozen countries, signing is no longer a maligned form of communication.

While Bell may have had the best of intentions, he ultimately ended up doing more harm than good. "He aspired to something so big that it would be perceived as a miracle," Booth writes. "But his focus on the miracle came to subsume the work of observation, attention, empathy. He let the saving get the better of him."



**PROVINCIAL
LANGUAGE SERVICE**

Provincial Health
Services Authority

VIRTUAL TOWN HALL

April 29, 2021

6:00 to 8:00 pm

Zoom webinar

Join us at the **Provincial Language Service's
Virtual Town Hall** to learn more about:

- How we work with the Deaf, Deaf-Blind and Hard of Hearing community.
- Medical sign language interpreting in B.C.
- Who the service provider will be for the new contract term.

Deaf Interpreters, ASL Interpreters and CART provided.

To register: www.tinyurl.com/plsvth

Questions: PMSLIS@phsa.ca

Apple Stores offering free sign language interpreter appointments

<https://9to5mac.com/2021/02/25/apple-retail-store-sign-language-interpreter-appointments/>

Apple is now offering prescheduled support from sign language interpreters at hundreds of its retail stores in nearly a dozen countries. The service is provided to customers by appointment at no cost.

Starting today, customers can visit the webpage for their local Apple Store and request a sign language interpreter for their next store visit. The request link will send an email to the store, and Apple will follow up to arrange an appointment.

Currently, sign language interpreter services are available by appointment at Apple Stores in the US, UK, Australia, Canada, France, Germany, Italy, Sweden, Switzerland, Belgium, and Austria.

Apple has long been a leader in retail accessibility and began offering ASL interpreters at its flagship D.C. Carnegie Library store in 2019. The company has a partnership with Gallaudet, a university providing education for the Deaf community. Over 30 members of the Deaf and Hard of Hearing community are employed at the Carnegie Library store.

Visit Apple's website to request a sign language interpreter.

Today at Apple creative sessions hosted both in-store and online are also often supported by sign language interpreters, and Apple installs assistive listening systems at all of its stores outfitted with a Video Wall for live events.



Last year, Apple began offering transparent face masks to its retail and corporate employees to help those who are hard of hearing better understand speech.

With the recent passing of Prince Philip, a little bit of a “Deaf Connection” to his mother to share ...

Alice of Battenberg, the Deaf princess heroine

From: <https://www.unusualverse.com/2019/06/alice-battenberg-deaf-princess-heroine.html>



Between 1885 and 1969 a princess lived in Europe who was admired for her beauty, for her generosity and for her renunciation of wealth and

privileges in favour of the most disadvantaged people. Her name was Alice of Battenberg and she was born profoundly deaf.

When she was born, it was believed that she was not a very intelligent girl, she took a long time to learn to speak and did it poorly until it was discovered at the age of eight that she was deaf from birth. She learned to read lips and sign language, with which she communicated with her eldest son Philip (later Prince Philip of Edinburgh).

At the age of 17, Alice fell in love with the then Prince Andrew of Greece, whom she married in 1903, so she became part of the Greek Royal Family and got the title of Princess of Greece and Denmark.

An extraordinary life

Alice's family members believed that her deafness made her more sensitive to the most disadvantaged people and her life is full of generous actions, these are some of them.

During the Balkan Wars, Alicia worked as a nurse, assisted in surgeries and helped found field hospitals, a job for which she was awarded the UK Royal Red Cross in 1913.

In 1922 Princess Alice, Prince Andrew, their four daughters and their son Philip had to escape Greece in a British ship that left them in Paris, where they lived as a refugee family that survived thanks to the donations of their family and a small house that had been lent to them by a family member. There Alice, instead of keeping the food she received from her brother, distributed the food among the refugees.

In 1941 Alice could not leave Greece, which was occupied by the Nazis. At that time there were 75,000 Jews in Athens, 60,000 were taken to Nazi internments, 13,000 were killed, and 2,000 survived. Alice took in a Jewish widow and her two children in her home in Athens for more than a year, risking her own life, as she lived only a few meters from a Gestapo (secret police of

Nazi Germany) headquarters. When the Gestapo finally suspected Alice and was interrogated, she pretended not to understand any questions using her deafness.

During this time of Nazi occupation, Alice also worked for the Red Cross, organizing soup kitchens and creating shelters for orphaned children. In addition, she created a nursing service to provide medical care to the poorest Athenians. Alice never spoke of her heroic actions, not even to her family, who did not find out until long after her death. In 1994, Alice received the title Righteous Among the Nations, the highest award given to non-Jews.

Death

Although Alice became deeply religious and had the habit of a nun, she never took vows. She returned to Buckingham Palace in 1967, after a Greek military coup, where she lived with her British family until her death two years later, without any possessions, as she had donated all her belongings to people in poverty. She asked to be buried on the Mount of Olives in Jerusalem, a wish that was finally fulfilled in 1988.

'It's becoming more popular': interest in ASL grows due to its visibility during pandemic

From Fox News: www.fox17online.com/homepage-showcase/its-becoming-more-popular-interest-in-asl-grows-due-to-its-visibility-during-the-pandemic

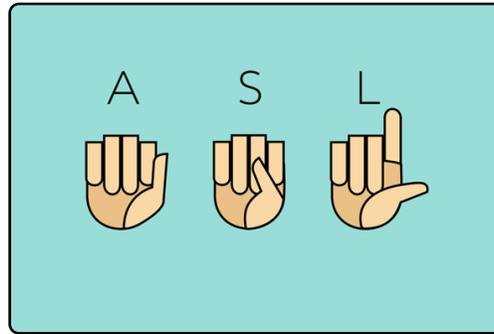
The U.S. Bureau of Labor and Statistics predicts employment for sign language interpreters will grow by 20 percent by 2029

For Rowan O'Dougherty, American Sign Language is his passion. And, what he's more passionate about is helping others fall in love with the language he's been speaking his entire life. "Really, ASL is my heart. There's a lot of things that I can explain in ASL that I'm not able to explain in English," O'Dougherty signed during an interview with FOX 17. "As far as teaching, for me it's very valuable because it allows more people to acquire ASL and then in turn be able to communicate with myself and with my community."

O'Dougherty signed his responses to his friend and colleague Connie Petersen, who interpreted it for Fox 17. O'Dougherty is a professor at Grand Rapids Community College where he teaches ASL and a course on deaf culture and history class. "It's an amazing deaf community," O'Dougherty signed. "Really the people are normally very open, very welcoming. Anyone that wants to learn sign language, it doesn't matter if they're an expert or if they're novice, if they're just beginning, they are all welcome."

More people have become interested. Since the pandemic began over a year ago, there's been a rise in

interest to learn ASL, stemming from the increased visibility of ASL interpreters during daily press conferences. "Now it's becoming more popular because I think people again are seeing it more in the news. They're seeing it as another community," said GRCC ASL Prof. Rachel Whitmore. "So, a lot of people are getting a lot more interested in it because it's getting a lot more exposure."



Whitmore also teaches sign language to high school students at Forest Hills Public Schools. She said her students love it, and seeing it daily on the TV helps. "The interpreters are doing a fantastic job. They're really making it super accessible for the deaf community. Then the sign language students who are learning to become interpreters are getting great exposure to what it looks like to do important work like that," Whitmore said. "The high school students are going, 'Oh, my gosh; I know this. I learned the sign for mask the other day, Mrs. Whitmore.'"

Since there's been increased visibility for ASL interpreters, there's also been a growing demand to hire them. According to the [U.S. Bureau of Labor and Statistics](http://www.bls.gov), employment for interpreters is expected to grow by 20 percent by 2029. "I think that is a good start, but I would like to see the companies take it one step further," O'Dougherty signed. "What I would like them to see [and] do is hire deaf people, not at basic-level positions but more as management roles because as a deaf individual, we are natural problem solvers. Every day we have to navigate through a hearing world."

They often have to figure out, sometimes on the fly, how to communicate with people who don't know sign language. So, they're quick thinkers. Ultimately, what O'Dougherty would like to see is more people learn his language.

He believes the more people who learn it, the more equitable society becomes. "I would like to see every individual become an expert in American Sign Language," O'Dougherty signed. "It doesn't matter where you go, if you go to a grocery store, or if you go to the movie theater, or maybe some sort of musical performance, then we are able to interact with everyone."



BC Family Hearing Resource Society is offering:

Monthly ASL

ASL SESSIONS FOR PARENTS AND CAREGIVERS

Join BCFHRS's Sign Language Consultants and Early Childhood Educators each month as they teach themed ASL vocabulary and phrases, and share fun activity ideas for you and your child!



Thursdays, 7:30-8:30pm
Jan 28, Feb 25, Mar 25, Apr 29, May 27, Jun 24

Although this is a drop-in event,
registration is required.

To register: bit.ly/MonthlyASL



Please note that this is a beginner level event geared for parents. This Zoom event is open to families receiving services from any of the three early intervention agencies (i.e., BCFHRS, CHSCBC and DCS).

Content Reading: An Essential Skill for Advanced Print Literacy

From <http://www.raisingandeducatingdeafchildren.org/2020/01/21/content-reading-an-essential-skill-for-advanced-print-literacy/>

The issue

The current reading achievement statistics for deaf and hard of hearing (DHH) children indicates that over half of DHH high school graduates struggle to develop reading comprehension levels commensurate with those of a typical 4th grader. Coincidentally, there is a school of thought around the idea of the “fourth-grade slump” (when students begin reading to learn, shifting away from formal reading instruction, or “learning to read”). Fourth grade seems to be the pinnacle year when students are also interacting with informational texts more frequently. These texts are structured differently than narrative texts and require additional strategies beyond those taught when learning to read (e.g., phonemic awareness, phonics, fluency, vocabulary, and comprehension).

What we know

Content area reading skills are those skills that help support reading comprehension and understanding of content in areas such as mathematics, science, and social studies. Content area reading is often associated with advanced literacy, which is an important component of success both in and out of the classroom setting. Helping students develop advanced literacy skills, such as content area reading skills, may help in closing this achievement gap. The types of texts that are considered content or informational texts include textbooks (e.g., mathematics, science, social studies, etc.) as well as articles and magazines, particularly those with an educational focus. The skills required to navigate these types of texts include:

- ▶ **Activation and Building of Background Knowledge** (having some sort of prior knowledge on the subject and building on that knowledge through discussions, experiences, and viewing images and videos prior to reading)
- ▶ **Awareness and Ability to Use and Navigate Text Features** (attending to and interpreting additional visual infor-

mation such as bolded text, headings, images and captions, charts, and graphs)

- ▶ **Ability to Identify Text Structures** (determining if a text is organized sequentially, as cause and effect, as descriptive, as compare and contrast, or as problem and solution).



- ▶ **Understanding of Content Specific Vocabulary** (words that are specific to an academic domain such as mathematics, social studies, or science, and are integral for understanding content).
- ▶ **Ability to Make Complex Inferences** (seeing things from the author’s point of view, making predictions, and the ability to develop thoughts and opinions based on learned information).

What we don’t know and implications

Very little is known about how teachers of the deaf incorporate these skills in the content areas, particularly in the upper grades. A dissertation study conducted in 2014 suggested that teachers of the deaf do not incorporate the skills needed for successful content reading at high levels of intensity or for long durations and that the primary focus was on content knowledge versus reading comprehension. It is recommended that parents and teachers begin teaching DHH children the skills of content reading as early as possible. Some tips and strategies include:

Before reading a content area text:

- ▶ **Activate background knowledge** by asking a question such as, “Where have you seen this before?” or “Do you remember when ... ?”
- ▶ Identify the **structure of the text** (cause/effect; problem solution; sequential; compare/contrast; etc) and make that structure explicit. For example, in a text structured as cause/effect, identify and explain which portion(s) of the text identifies the causes and identify and explain which portion(s) of the text identifies the effects. You may rely on headings and other text features (see below) when doing this.

Before reading and during reading a content area text:

- ▶ **Build on background knowledge** by resolving any misconceptions. Make connections from the content discussed in the text to the world around them. This can be accomplished through discussion or by having an experience (e.g., field trips, science experiments, hands-on learning, etc.).
- ▶ Identify and discuss any vocabulary specifically related to the content (**content-specific vocabulary**), especially words in boldface type. Make sure these words are understood within the context of the content you are reading. It may also be beneficial to identify any multiple meanings that may be encountered when reading texts in other genres or subject areas.
- ▶ Point out and elaborate on **text features** (images, headings, maps, charts, graphs, etc.)
- ▶ Ask higher-level questions (see Bloom’s) to help support **inferencing** and comprehension.

Posted on Jan. 17, 2020 by

Michella Maiorana-Basas
Flagler College
mmaioranabasas@flagler.edu

Color of Hockey: Deaf teen girl driven to one day excel in college game

April 11, 2021 From: NHL News: <https://www.nhl.com/news/kailey-niccum-wants-to-excel-in-college-hockey/c-323448100>

Niccum stars on Minnesota high school team, says 'differences only hold you back if you let them'



Kailey Niccum is deaf, but that has not deterred her hockey goals and dreams.

The 17-year-old junior forward at Orono (Minnesota) High School finished this season as her team's third-leading scorer with 31 points (16 goals, 15 assists) in 20 games, received Wright County all-conference honors and was chosen to be a team captain next season.

"I think it says that your differences only hold you back if you let them," Kailey said.

Little seems to have held back Kailey, who began playing hockey when she was 7 and dreams of playing for an NCAA Division I women's team.

She participated in USA Hockey's Girls 15 National Player Development Camp in 2018, a five-day session in St. Cloud, Minnesota, with more than 200 elite players from across the country.

"She's a leader, very respectful kid, super-competitive," said Sean Fish, Orono's girls' hockey coach. "She wants to win bad, leads by example, and really wants to succeed."

Her drive was evident at 13 when she became the youngest player on the first U.S. women's deaf hockey team that competed in the 2017 World Deaf Ice Hockey Championships in Amherst, New York.

"It was obviously a really cool experience just being at that high a level and then it was just

fun being with other girls that have the same experiences with being deaf," she said. "Just from that experience, I learned that I'm not alone and that there are a lot of other people out there that have the same experience that I do."

Kailey said she also gained confidence and skill by being a regular attendee since 2016 at the Stan Mikita Hockey School for the Deaf and Hard of Hearing, a week-long summer camp in Illinois co-founded in 1973 by the late Chicago Blackhawks star center and 1983 Hockey Hall of Fame inductee.



The camp is part of the American Hearing Impaired Hockey Association, a nonprofit organization established by Mikita and the late Chicago business owner Irv Tiahnybik.

"I think that definitely helped me realize how many others go through (hearing impairment)," said Kailey, who first attended the camp in 2016. "I formed life-long friendships with a lot of the girls and other players. That definitely helped me grow."

Playing organized hockey wasn't easy for Kailey when she first started.

"It's definitely easier now but before I had my hearing aids, I wasn't able to hear the whistle, so I was more dependent on those around me," she said. "I would stop when other people stopped. But now I can hear the whistle so I'm dependent more on my own hearing."

Kailey has a cochlear implant, a small surgically implanted electronic device that partially restores hearing, and she reads lips. When there are times that she doesn't hear or understand what her Orono coaches are saying, she'll ask her sister, Alexa Niccum, a 14-year-old freshman forward who is also her linemate.



Alexa was Orono's fourth-leading scorer this season with 26 points (nine goals, 17 assists) in 20 games.

"Her sister does a great job of explaining stuff when Kailey doesn't get it," Fish said. "On ice, they just have that sister connection where they know where the other will be, on breakouts especially. They're both wingers, so if either gets it on the wall they seem to find each other on the breakout."

Each sister aspires to play NCAA Division I hockey after high school. But for now, their main goal is getting the Orono girls' team into the Minnesota high school hockey tournament for the first time, which they hope to do next season.

Orono fell one game short this season, losing to Chicago Lakes 3-2 in overtime in the state's Section 5A championship on March 20.

"I definitely want to play college hockey, but I also would like to be able make Orono girls' hockey history," Kailey said.



DEAF CHILDREN'S
SOCIETY OF BC
LANGUAGE FOR LIFE

ASL FOR KIDS

AMERICAN SIGN LANGUAGE
CLASSES FOR HEARING CHILDREN

AGE 8-12 YEARS

LEARN A NEW LANGUAGE

CLASSES START APRIL 22, 2021

HAVE A DEAF FRIEND OR FAMILY MEMBER?
JUST WANT TO LEARN A NEW LANGUAGE?
THINK ASL IS COOL?
SIGN UP FOR OUR BEGINNER CLASSES NOW!

ALL CLASSES ONLINE

LEVEL 1 THURSDAYS 4:30-5:30PM

LEVEL 2 THURSDAYS 6-7:00PM

ALL TIMES IN PACIFIC TIME ZONE

\$100 FOR 10 CLASSES

TO REGISTER VISIT
WWW.DEAFCHILDREN.BC.CA



Made with PosterMyWall.com



COUNTDOWN TO Kindergarten

EDUCATIONAL OPTIONS AND SUPPORTS
FOR STUDENTS WHO ARE DHH

NOON | Wednesday May 12, 2021 | 45-60mins
WEBINAR

[Register here](#)

Contact: office@popdhh.ca

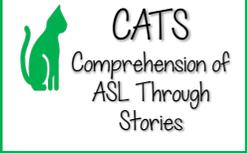


POPDHH IS PLEASED TO ANNOUNCE OUR UPDATED ASL PROGRAMS AND SERVICES

We have enhanced our programming to increase the online ASL learning opportunities for DHH students and staff who support them.

REGISTER NOW!

Deadline: April 5, 2020

Students	 ASL as L1 (First Language) Users	 ASL as L2 (Second Language) Users
Grades K – 3	 PLAY Play based Learning of ASL for Young Children  ASL CHAT	 PLAY Play based Learning of ASL for Young Children  Video Resources
Grades 4 – 7	 ASL CHAT	 CATS Comprehension of ASL Through Stories  ASL Games
Grades 8 – 12	 ASL CHAT  ASL Level 1 & 2 For Credit	 ASL Games  ASL Level 1 & 2 For Credit
Staff	 ASL Appreciation Class For Staff supporting DHH students	



ASL PLAY is for students K – 3 to call into an 8-week session with their class or a small group of peers. They will learn ASL chants, songs and vocabulary around common themes. ASL instruction will be paired with English in a fun and engaging way for all students to enjoy. Follow up stories and activities will be sent to participants.



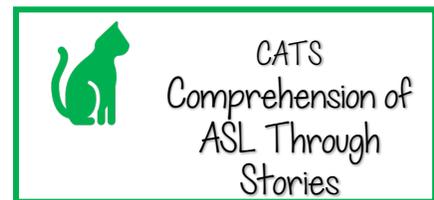
ASL Games is for students grades 4 – 12 looking to join a fun group of peers to practice their ASL skills. Students will meet once per week for 10 weeks to focus on 10 different vocabulary categories. After students learn the vocabulary by watching a video, we will come together on zoom and practice what we learned through games.



This introductory online course is provided for staff working with Deaf and Hard of Hearing Students. It gives staff an opportunity to learn and practice some basic ASL (introducing yourself, basic school vocabulary and likes/dislikes), ask specific questions of our ASL specialist and appreciate Deaf culture in new ways.



ASL Level 1 and 2 is for students grades 8 – 12 and uses curriculum content equal to Intro to ASL 11 (Level 1) and ASL 11 (Level 2). Students will complete each course in 18 weeks working through online course content independently and joining a Zoom class to practice their skills three times per week. Level 1 to start Fall 2021.



CATS is for students grades 4 – 7 looking to dive deeper into learning ASL through storytelling. Students will meet once per week for 10 weeks and work through three episodes of stories. Learning these stories in ASL will give them a deeper sense of understanding ASL and confidence in their skills.



ASL CHAT is for students that use ASL as their primary mode of communication. These students will benefit from working 1:1 or in a small group with an ASL Specialist and will meet weekly to work on specific language and pragmatic skills.

Spring Schedule



8 weeks, April 12 – June 2, 2021
Meets weekly on Zoom:
Group 1: Mondays, 9:30 – 9:50am
Group 2: Mondays, 10:00 – 10:20am
Group 3: Wednesdays, 9:30 – 9:50am
Group 4: Wednesdays, 10:00 – 10:20am
Instructor(s): Magdalena Szelezin-Vasquez & Alana Haller



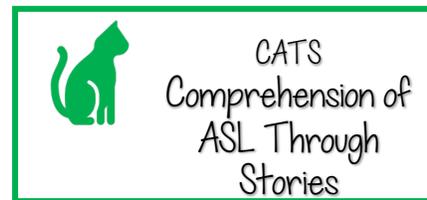
10 weeks, April 12 – June 16, 2021
Meets weekly on Zoom:
Group 1: Tuesdays, 1:00 – 1:45pm
Group 2: Wednesdays, 1:30-2:15pm
Instructor(s): John Warren



10 weeks, April 13 – June 15, 2021
Meets weekly on Zoom:
Tuesdays, 3:15 – 4:00 pm
Instructor(s): John Warren



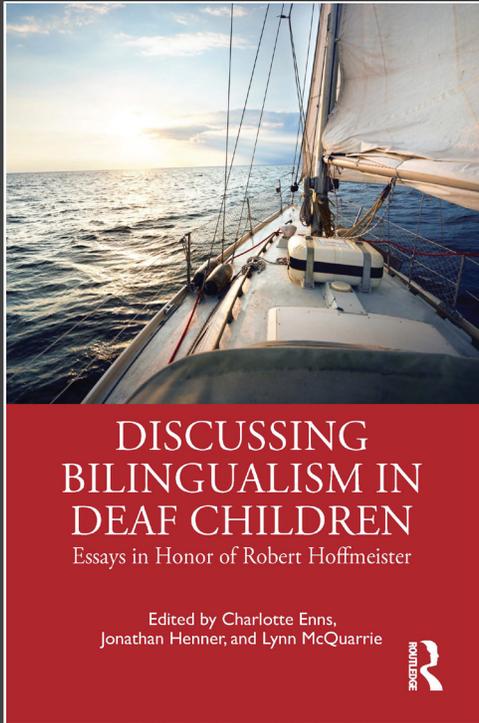
September 2021 to January 2022
Meets weekly on Zoom with ASL instructor: 3 times per week
Weekly Zoom schedule: TBA
Online learning: True Way ASL online platform and content
Number of instructional hours: 120 hrs
Instructor(s): TBA
Level 2: TBA



10 weeks, April 12 – June 15, 2021
Meets weekly on Zoom:
Tuesdays, 10:45 – 11:30am
Instructor(s): Magdalena Szelezin-Vasquez & Lynley Lewis



End of September to beginning of June
Meets weekly on Zoom: to suit the student's schedule
Instructor(s): a skilled ASL specialist
[Refer your student to POPDHH](#) to apply



**DISCUSSING
BILINGUALISM IN
DEAF CHILDREN**

Essays in Honor of Robert Hoffmeister

Edited by Charlotte Enns,
Jonathan Henner, and Lynn McQuarrie



April 2021: 6 x 9: 272pp
23 illustrations

Hb: 978-0-367-37376-4 | \$160.00
Pb: 978-0-367-40719-3 | \$48.95
eBook: 978-0-367-80868-6

TABLE OF CONTENTS:

Part 1: Seaworthy Construction: Theoretical Underpinnings of Bilingual Deaf Education

1. Two Centuries of Deaf Education and Deaf Agency in the United States
2. Sign Language Acquisition in Context
3. Iconicity: A Threat to ASL Recognition or a Window into Human Language Acquisition
4. The Acquisition of Motion Events in Verbs of Motion
5. Sustained Visual Attention in Deaf Children: A Deafcentric Perspective
6. Theoretical Underpinnings of Acquiring English via Print

Part 2: Launching the Voyage: Bilingual Teaching Strategies for Deaf Students

7. Revisiting Rethinking Literacy
8. How Can You Talk About Bilingual Education of the Deaf If You Do Not Teach Sign Language as a First Language?
9. The Bedrock Literacy Curriculum
10. Crossing the Divide: The Bilingual Grammar Curriculum
11. The Relationship Between ASL Fluency and English Literacy
12. Using ASL to Navigate the Semantic Circuit in the Bilingual Mathematics Classroom

Part 3: Sailing into the Wind: Challenges of Signed Language Assessment

13. Building the ASL Assessment Instrument
14. Assessing ASL Vocabulary Development
15. Assessing ASL: Comprehension, Narrative, and Phonological Awareness
16. The Legacy of Robert Hoffmeister: On the Importance of Supporting Deaf Scholars

20% discount with this flyer!

Discussing Bilingualism in Deaf Children

Essays in Honor of Robert Hoffmeister

Edited by **Charlotte Enns, Jonathan Henner,**
and **Lynn McQuarrie**

This text unites expert scholars in a comprehensive survey of critical topics in bilingual deaf education. Drawing on the work of Dr. Robert Hoffmeister, it explores the concept that a strong first language is critical to later learning and literacy development. In thought-provoking essays, authors discuss the theoretical underpinnings of bilingual deaf education, teaching strategies for deaf students, and the unique challenges of signed language assessment. Essential for anyone looking to expand their understanding of bilingualism and deafness, this volume reflects Dr. Hoffmeister's impact on the field and demonstrates the ultimate resilience of human language and literacy systems.

20% Discount Available - enter the code FLY21 at checkout*

Hb: 978-0-367-37376-4 | \$128.00 **Discount Price**
Pb: 978-0-367-40719-3 | \$39.16 **Discount Price**

**Offer cannot be used in conjunction with any other offer or discount and only applies to books purchased directly via our website.*



For more information visit:
www.routledge.com/9780367407193

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

Provincial Family Services



MELISSA MYKLE



KATHY GLOVER



ROGER CHAN



CORINNA SALVAIL



DAVID MCGREGOR



HEATHER KIMOLA

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.

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

Website: www.gov.bc.ca/deafandhardofhearing

Email: FS@gov.bc.ca

Text: 604 809 1547

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 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 program below, please email your name, deaf or hard of hearing child's name, age and which program.

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

SPRING 2021 PROGRAMS

Transition Services

Tips for surviving and thriving during school transitions

Come to the following information session to learn more about services, resources and tips for your deaf and hard of hearing child's transition into a new school environment or adult world.

Is your child starting K in the Fall?	Wednesday, May 26 at 6:30 pm
Is your adolescent transitioning to high school?	Wednesday, June 2 at 6:30 pm
Is your young person transitioning into the adult world?	Wednesday, June 9 at 6:30 pm

Register at FS@gov.bc.ca

Language and Literacy Learning Opportunities

American Sign Language Groups

- Did you know that American Sign Language (ASL) is a recognized language in Canada?
- Is your family interested in learning another language?
- We have individual, family or group sessions available.

If you are interested in individual (parents or guardians only) or family sessions, please contact us and one of us will get back to you to organize a schedule that works for you and the assigned staff. For group sessions, check out the timetable below and register the date, time and level of your preference. If you are not sure of your level, please note the level descriptors below or connect with your previous instructor.

CLASSES FOR ADULTS

The classes start the week of April 19 and end the week of June 7th, 2021

Registration Deadline: April 12, 2021 at FS@gov.bc.ca

ASL LEVEL (see course descriptors in green below)	Instructors	Schedule
Introductory to ASL	Heather Kimola	Tuesdays 5:00 pm or 7:00 pm
Beginner 1	Heather Kimola	Thursdays 5:00 pm or 7:00 pm
Beginner 2	Roger Chan	Tuesdays 1:00 pm or 5:00 pm
Beginner 3	Roger Chan	Thursdays 5:00 pm or 7:00 pm
Beginner 4	David McGregor	Mondays 5:00 pm or 7:00 pm (no class on May 24)
Beginner 5	David McGregor	Thursdays 5:00 pm or 7:00 pm

***Intermediate and Advanced level classes coming soon!**

Which level are you? Here are some basic ASL level descriptors:

Introductory to ASL

Students not need have any prior ASL experience – students can expect to learn the following: manual alphabet, numbers 1-20, basic introductions, greetings & responses, “wh” questions, days of the week, months, colors, “family” vocabulary, and basics of Deaf culture.

Beginner Level One

ASL students will learn more in depth greetings and farewells, learn about the 5 parameters of ASL, facial expressions and non-manual signals, asking for help, questioning, routines, deaf culture and practice simple receptive and expressive phrases.

Beginner Level Two

ASL students will learn background signs, location signs, vocabulary related to personal interests, the states and provinces, cities, deaf culture introduction to aspects of the structure of ASL, colors, possessive signs, technology signs, vocabulary related to addresses and telephones and months of the year.

Beginner Level Three

ASL students will learn signs related to school vocabulary, agent markers, looking at a map and referencing locations, initializations of certain words, classifiers, time, sports and activities, tenses, deaf culture, and practice more advanced receptive and expressive phrases.

Beginner Level 4

ASL students will learn signs about daily routines, spatial organization, frequency, household activities, noun-verb pairs, clothing, describing people, characteristics, health, the natural world, deaf culture and practice long receptive and expressive phrases and paragraphs with details, classifiers, and use of space to describe a story.

Beginner Level 5

ASL students will learn vocabulary related to the home and community, spatial visualization, money, getting around town, work and study, using “to be”, food, animals, and deaf culture. This level will have opportunities to practice applying what you learned in previous levels into conversations.

Family and Parent Connection

Here are some workshops and groups – if interested, please register through FS@gov.bc.ca and you will be forwarded a zoom link.

Tuesdays @ NOON / May 4 – June 15, 2021

Do you want to learn about all available services, resources and technology for your school aged deaf and hard of hearing child(ren)? The facilitators will be arranging an opportunity for you to learn and connect with representatives from various service providers.

We will have representatives from the following programs:

- Well-Being Program – mental health services for children, youth and families
- Medical Interpreting Services/ Public Language Services – why should I bring in an interpreter?
- Video Relay Services – What is VRS and how can I sign up my youth to get an account?

Co-facilitators:

Corinna Salvail, Family Navigator & Melissa Mykle, Team Leader

(You can either call or video in from work or home)

<ul style="list-style-type: none"> • CHHA – Peer Support – what kind of supports are there for hard of hearing youth? • Technology and devices essential for your children and youth • Disability Alliance BC - Registered Disability Savings Plan and Disability Tax • FNDC Deaf Youth Today – learn about upcoming summer programs for deaf and hard of hearing children and youth! 	
<p>Your Children are Exhausted! Discussing fatigue at home and in educational settings –</p> <p style="text-align: center;">Dr. Natalia Rohatyn-Martin</p> <p>*Provided in collaboration with Family Network for Deaf Children</p>	<p>Facilitated by Melissa Mykle</p> <p>This applies to all deaf and hard of hearing children, youth and young adults in any type of educational setting.</p> <p>Feel free to invite professionals that work with your children.</p> <p style="text-align: center;">May 20, 7:00-9:00 pm</p>
<p>Families Gathering Together</p> <p>Do you have a Deaf or Hard of Hearing child or youth with additional support needs? Are you interested in learning more about services and resources for after your young person graduates high school? Do you want an opportunity to connect with other parents in discussing available supports and resources?</p>	<p>Facilitators: Melissa Mykle and David McGregor</p> <p style="text-align: center;">June 2, 7:00-8:30 pm</p>

Youth and Young Adults

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

<p>Skills Training for Employment</p> <ul style="list-style-type: none"> • Resume • Volunteering Experience • Learn about WorkBC resources • Short-term and long-term career choices • Financial supports 	<p style="text-align: center;">Wednesdays, April 21 to June 16, 4:30 – 5:30 pm</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">Fridays, April 23 to June 18, 1:00 – 2:00 pm</p> <p style="text-align: center;">Please register before April 14 at FS@gov.bc.ca</p>
<p>Food Safe Certification</p>	<p>If you need support with completing your ON-LINE Food Safe Certification course ie. translation from text English into American Sign Language, please contact FS@gov.bc.ca</p>
<p>First Aid Training</p>	<p style="text-align: center;">More information coming soon!</p>

Provincial Family Services

A program offered by Provincial Deaf and Hard of Hearing Services

Intermediate and Advanced Level American Sign Language Classes

Our Beginner Level classes was advertised and has already begun. Here are our Intermediate and Advanced Level classes starting in May.

ASL Instructor: Zahra Bhajee

Classes start the week of May 4th and end the week of June 29th, 2021. Once you register, Zahra will forward you a zoom link. Deadline for registration: April 30th, 2021 at FS@gov.bc.ca.

Level	Dates	Description
Intermediate Level 1	Tuesdays at 7:00 pm	The focus is on learning more ASL vocabulary, become more comfortable with the use of space and introduction to classifiers.
Intermediate Level 2	Wednesdays at 8:00 pm	The focus is on practising ASL sentences or stories and receiving feedback.
Advanced Conversational Practice	Thursdays at 7:00 pm	You are fluent but become stuck with some complex topics and would like to continue to practice and receive feedback.

Your Deaf and Hard of Hearing (DHH) Children and Youth are Exhausted!

Discussing listening fatigue at home and in educational setting

For: Families of DHH children and youth & professionals that work with them.

Presenter: Dr. Natalia Rohaty-Martin

Details: Listening Fatigue in educational settings for students who are d/Deaf or hard of hearing (D/HH) is poorly understood by both students, parents and educators. Students often disregard fatigue symptoms or internalize the causes, have limited or maladaptive coping strategies, and minimize the serious consequences these actions have on their learning and academic success. Parents and professionals frequently misconstrue ineffective coping behaviors as a lack of motivation and fail to recognize the importance of supports moderating cognitive, auditory, and visual exertion. Thus, the goal of this presentation is to provide a means for parents, D/HH students and their educational team to understand the impact of fatigue, to advocate for appropriate supports (strategies and programs) and to moderate fatigue in both home and educational contexts.



Thursday, May 20th
from 6:00 – 8:00 pm

Register at FS@gov.bc.ca
Deadline: May 18 or until spots are filled up
Captioning and ASL/English interpreters are provided.

If you need a different language interpreter, please contact us

In Partnership with:



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



Provincial Family Services

A program offered by Provincial Deaf and Hard of Hearing Services

Transition Information Sessions

<p>Transition to Kindergarten (Your child must be starting K in the Fall)</p> 	<p>Preparing for transition into K and learning more about available resources and services post early intervention services.</p> <p>Kathy Glover, Family Navigator with Provincial Family Services Tamara Lister, Speech and Language Pathologist with Provincial Outreach Program Deaf and Hard of Hearing Wednesday, May 26 at 6:30 pm</p>
<p>Transition to Secondary School (Your adolescent must be starting secondary school in the Fall)</p> 	<p>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.</p> <p>Corinna Salvail, Family Navigator with Provincial Family Services Lynley Lewis, Teacher of the Deaf and Hard of Hearing with Provincial Outreach Program Deaf and Hard of Hearing Wednesday, June 2 at 6:30 pm</p>
<p>Transition to Post-Secondary (Open to parents or guardians of D/HH youth grades 10-12)</p>	<p>Starting to think ahead about what you (or your youth) want to do after graduation? Come and learn about important steps and how to prepare for a smooth transition.</p> <p>David McGregor, Family Navigator Piper, Coordinator Academic Communication Equity BC Bowen Tang, Director of CHHA – BC Youth Peer Support Elissa Robb, Audiologist and Hearing Instrument Practitioner Wednesday, June 9 at 6:30 pm</p>
<p>Transition to Community Living BC Services (Open to parents of D/HH youth ages 14 and above)</p>	<p>Do you have a Deaf or Hard of Hearing child or youth with additional support needs? Are you interested in learning more about services and resources for after your young person graduates high school? Do you want an opportunity to connect with other parents in discussing available supports and resources?</p> <p>Melissa Mykle, Provincial Family Services Team Leader David McGregor, Provincial Family Services Family Navigator Kristen Pranzl, Well Being Program Operations Lead Monday, June 21 at 6:30 pm</p>

Provincial Family Services

A program offered by Provincial Deaf and Hard of Hearing Services

Information Sessions

To learn more about resources and services available for your DHH child and youth. Please email FS@gov.bc.ca to let us know which sessions you will attend and you will receive a zoom link.

Dates Tuesdays @ NOON	Topics	Presenter
May 4, 2021	Well Being Program – come and learn about free mental health and well-being services for your family.	<i>Kristen Pranzl</i> Operations Lead of Well Being Program
May 11, 2021	Canada Video Relay Services – come and learn how this service would promote your child's independence and how to get started.	<i>Diane Unterschultz</i> Canadian Administrator of Video Relay Services
May 18, 2021	Provincial Language Services – Medical Interpreting Services Using a professional interpreter allows the patient or family member to focus solely on understanding their illness or to support a loved one to increase satisfaction with care. That includes your child and youth!	<i>Scott Jeffery</i> Provincial Language Services, Sign Language Coordinator
May 25, 2021	Technology for Deaf and Hard of Hearing Come and learn about which technology is available and help with deciding what your child or youth needs.	<i>Elissa Robb</i> Registered Audiologist and Hearing Instrument Practitioner
June 1, 2021	Deaf Youth Today Summer Programs Come and find out what is happening with summer programs available for your children and youth. Andrea will be available to answer any questions you might have.	<i>Andrea Maloney</i> Deaf Youth Today Program Coordinator
June 8, 2021	Registered Disability Savings Plan and Disability Tax Credit Come and learn about a savings plan that is intended to help parents and others save for the long-term financial security of a person who is eligible for the disability tax credit.	<i>Cynthia Minh</i> Program Manager & Outreach Coordinator, Disability Alliance BC

The first 30-45 minutes will be focussed on presenting the information and then there will be

Q&A at the end.

ADHD Parent Group

Education and Skills group

This group is an opportunity for parents/caregivers to learn more about ADHD and skills to use at home related to behaviour and emotions.

When:

Thursdays
April 8, 15, 22, 29
May 6, 13, 20, 27

Time:

5:30 – 7:30pm

Where:

Zoom (online)

Facilitators:

Alison Nutt
Paula Coutinho
(ADHD program clinician)

What are the topics & skills covered? The group runs for eight weeks with 2 hour workshops for parents. There will be a mixture of information, discussion, videos, and practice.

Topics covered include:

- **Session 1:** ADHD 101
- **Session 2:** ADHD & Executive Functions
- **Session 3:** Stress & Anger
- **Session 4:** Communication
- **Session 5:** Proactive Strategies
- **Session 6:** Reductive Strategies
- **Session 7:** ADHD & Medication
- **Session 8:** ADHD in the Classroom

**For more information or to register please email:
Alison.nutt@vch.ca**

This group is open for both D/HH and hearing parents or caregivers of children age 3-18. Other people interested in the group please contact Alison to discuss.

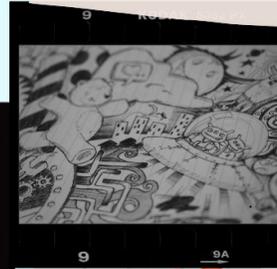


Museum Marvels

a virtual arts and crafts hangout



Canadian Hard of Hearing Association
BC Youth Peer Support Program



Join us for a few games, a virtual museum tour,, and learn to create a mini art book!

Supplies to bring:

- 1 printed out drawing game template

Please note: templates for this activity will be provided as a PDF beforehand so it can be printed out and ready for the game.

- 1 blank letter-sized paper

- 1 pair of scissors

- Any writing, drawing, and colouring supplies as desired

May 8th
10am - 1pm

Link to Register

<https://forms.gle/qt7oXs6v08dyswuL9>



Job Posting: Deaf Children's Society of BC Executive Director

Contract position (0.5 - 1.0 FTE)

Posting closes: May 15, 2021



The Deaf Children's Society of BC (DCS) is a not-for-profit agency established in 1981 that provides resources, programs, support and information to families with Deaf and hard of hearing children from birth to age 5. DCS provides family-centred, language-rich environments where children thrive and grow towards success in their families and in the community through accessible early language exposure.

DCS is seeking a dynamic Executive Director to join us and lead our organization into its next chapter with strategic and innovative approaches. Our ideal candidate has exceptional leadership skills with strong administrative, financial management and supervisory experience. As well, the candidate will be fluent in American Sign Language and have excellent communication skills to support our linguistically and culturally diverse staff, children and families, as well as to engage with community stakeholders and Ministry representatives.

Job Description

- Manages, supervises and oversees the optimal implementation of all early intervention services, budget management, invoicing, evaluation, staff hiring, training and supervision, intern/student teacher management and program development
- Develops collaborative relationships and with government, funders and external agencies
- Ensures DCS's early intervention services and programs are sustainable and align with DCS's mission and values
- Advocates and promotes DCS's role as an innovative leader in the fields of early intervention, early learning frameworks and Deaf education
- Prepares timely submission of program reports as required to meet contractual obligations and ensures compliance with licensing requirements
- Other duties as assigned

Qualifications and Skills

- Work experience: at least three years in a leadership/Director role and a master's degree is preferable
- Bilingual ASL/English fluency required
- Must be able to demonstrate strong written and signed/spoken communication skills
- Experience in managing program budgets
- Grant/proposal writing and management experience is an asset
- Must be familiar with child development (typical and atypical), children with multiple exceptionalities and support needs, cochlear implants and Language Deprivation Syndrome
- Must be familiar with a range of early intervention service delivery models
- Possess strong initiative and the leadership skills necessary to build effective relationships and promote an atmosphere of trust, support and respect
- Must be able to work a flexible schedule as appropriate, including monthly Board meetings and special events
- Computer skills required in Microsoft Word, Excel, PowerPoint, website management, and experience with video conferencing and social media
- Must pass a vulnerable sector check and other sector checks as required by licensing

Reports to and evaluated by: DCS Board of Directors

DCS offers a competitive compensation package

Please forward resume and cover letter to: directors@deafchildren.bc.ca



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.

FNDC Board of Directors

Hester Hussey	Mentor, Advisor
Colleen Peterson	Board President colleen@fndc.ca
Nicki Horton	Director
Karen Jackson	Director
Charlie Coyle	Director
Joy Santos	Director
Gwen Wong	Director
Laura Batista	Director
Leigh Chan	Director
Dan Braun	Director
Bobbi Taylor	Director
Pauline Anderson	Director

The Board of Directors are parents of deaf children.

FNDC Staff

Cecelia Klassen	Executive Director cecelia@fndc.ca
Bella Poato	Executive Assistant accounting@fndc.ca
Scott Jeffery	Info Tech Manager FNDC/DYT scott@fndc.ca
Jason Berube	Newsletter Tech & IT Support webmaster@fndc.ca
FNDC	General Inquiry fndc@fndc.ca

DYT Staff

DYT (General Inquiries)	dyt@fndc.ca
-------------------------------	--

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)