

CHHA-B.C. Parents' Branch
Parents' meeting - Thursday, May 18 - 7:30 pm
Elks Family Hearing Resource Centre -
15355 - 102A Avenue - Surrey, BC

Special Guest: Dr. Janet Jamieson will tell us about the UBC program for teachers training to become Teachers of the Deaf and Hard of Hearing. She would like to hear our concerns and experiences regarding our childrens' education and learning environments.

COME AND JOIN US for an evening of sharing and learning!

Annual CONFERENCE

Mark your calendar for our next conference NOW!
November 3rd & 4th, 2000 Delta Airport Hotel - Richmond

Keynote speaker:

Dr. Daniel Ling - called "this generation's single most influential theorist and practitioner", Dr. Ling has authored over 200 articles and 7 books including his well-known *Foundations of Spoken Language for Hearing Impaired Children*.

Drama:

Unheard Voices - Gael Hannan, Actress and CHHA Ontario President and Dalene Uveges, writer and actress demonstrate coping with a hearing loss through drama...

Self-Esteem - Parent/Child workshop, Elks Family Resource Centre

What is Language? Dr. Marieta Patterson, Vancouver Oral Centre

We welcome your ideas for the conference.
Give your input ASAP, also for the kids conference please!

We have applied to a supportive Charitable Foundation for funding to assist families with travel, accommodation and registration fees who could otherwise not attend this conference. If you are interested in this possibility, please contact us. More information in our September issue.

CHHA - B.C. Parents' Branch

Family Swim Night

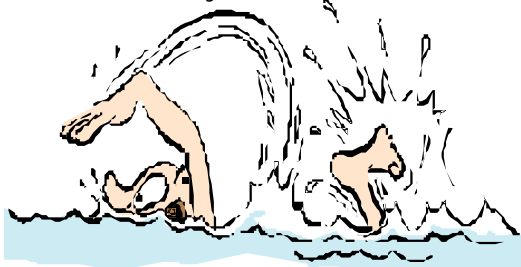
WHEN: last Friday of every month

WHERE: Surrey Leisure Centre
Fraser Hwy and 166th Street

TIME: 6:00 to 10:00 pm

COST: parent & child \$5.00;
additional children \$2.50

INFO: call Kathy Manuel 582-8990



Kamloops Family Potluck Dinner Saturday June 3 5:00 pm (or later...)

Kids who are hard-of-hearing, siblings, parents, anyone interested is welcome. Please contact us in the last week or two of May to inform us that you are coming.

Hamish and Maribeth
Plommer:

250-376-0338

email.plommer@kamloops.net

May 2000



Canadian **H**ard of **H**earing **A**ssociation **B.C.** **P**arents' **B**ranch

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Membership: \$20 annual
includes subscription to
Listen/Écouté magazine and
The Loop newsletter.

In Memory of two dear friends of CHHA Parents...

Dear Members:

It was a tough Spring. The sudden and untimely deaths of two dear and central figures in that sensitive and ever expanding area of my life marked "hearing issues" were deeply and sadly felt. Lloyd Dahl, the president of CHHA-BC and the person responsible for the forming and championing of our Parents' Branch died on February 29th, just days after I met with him to finalize plans for our future CHHA Conference. Dawn Delicati, the Clinical Co-ordinator of Audiology at BC Children's Hospital and the solid centre of their Cochlear Implant Program passed away on March 2nd, from illness, after very little warning.

I found myself cursing the ludicrous busy-ness of our lives that doesn't allow enough time for grieving, reflection or honouring of those who have made such a profound difference in our lives. I regretted all the missed opportunities to give adequate thanks and sadly felt the lack of goodbyes. I also got to thinking about how much is given by individuals who work in this field and how insatiable we are as parents. We are so absorbed in our "issues" we can forget that these people do not live only for us, but have lives and families and issues of their own. What long, generous arms they must have to embrace this demanding field.

I am so thankful for having known Lloyd Dahl. He made my involvement in CHHA such a pleasure and a source of personal growth. I privately treasured the fact that, in Lloyd, I had found for the first time in my life the support and guidance of a mentor. It gave me a feeling of peace and purpose during times I would normally have felt the most frazzled and overwhelmed. From Lloyd I was guaranteed a welcome, an interest

and a positive response. Whatever the mistake, misstep or missed meeting on my part, Lloyd remained generous, consistent and unflinching in his encouragement. I (and many others) relied on Lloyd not only for the thoroughness, intelligence and steady hard work he put into CHHA but for the zone of comfort and encouragement he provided. It wasn't until his memorial service that I discovered that the concept of "mentorship" and "mentoring others" have been his life work (see box on page 3). I feel very fortunate to have basked a while in his kind and gentle presence. I am also thankful for the generosity of his family, for sharing Lloyd with all of us...

Dear Lloyd: fond, fond farewell and many, many thanks.

For every family in BC who has ever investigated a cochlear implant for their child, Dawn Delicati would have appeared as the calm in the center of the storm. For those of us who chose this route, she was our Rock of Gibraltar. We relied on Dawn for the mastery she had of her science and the clarity with which she was able to communicate it to us. Through the confusion and the mix of our emotions Dawn was able to speak to the heart of the matter, with heart.

One of the warnings that parents are usually given when considering something like an implant is the risk of over medicalizing or institutionalizing the child's life: the time spent in a hospital, in programming, appointments and assessments. In the form of Dawn, the implant program at Children's took on the form of the feminine and the personal, warmth and humour, a love of fun, and a real interest in the child's and the parents' perspective prevailed. A click of heels, a penny brightness, a swish of skirt, a smile of sincere pleasure and an earthy laugh that filled the room that was *our* "clinical" environment. We left appointments with Dawn refreshed and revitalized.

Dawn spent years building consensus within the clinical team structure that she believed in, ensuring that the program had a strong, multi-disciplinary foundation and that all voices and opinions were heard, including those of parents. I know that Dawn's precise vision and her reassuring presence will be felt there at Children's for a long time just as she will dwell in our hearts as we give daily thanks for the most priceless, joy filled gift our children and families have received.

Thank you Dawn for bearing so gracefully the responsibility and hopes and dreams of so many.

Thank you members for listening to these personal reflections and helping to honour the passing of these two lives.

Regards to all of you,

Donna Chisholm, President
CHHA B.C. Parents' Branch



The Reverend Lloyd Dahl

Reverend Lloyd Theodore Dahl died suddenly February 29, 2000. He was born February 13, 1927 near Battrum Sask. Lloys spent his childhood on the family farm, as part of a devout, close-knit Norwegian Canadian family. After a brief stint teaching Lloyd was called to the ministry. He completed high school at Lutheran Canadian Bible Institute, then earned a Bachelor of Arts, and a Master of Divinity. He was ordained into the Lutheran Ministry in 1956 and married the same year.

Over a span of thirteen years he served parishes in Wetaskiwin, AB and Medicine Hat, AB. Recognizing the need to prepare pastors in supportive counselling skills, Lloyd studied in a program associated with McMaster University, Hamilton, to become accredited as a Supervisor in Clinical Pastoral Education. He was the first Lutheran pastor in Canada to be so accredited. From 1972 until his retirement in 1992, he served as Director of Pastoral Care at Riverview Psychiatric Hospital. He taught a program of Clinical Pastoral Education to over two hundred men and women of all Christian denominations who in turn served in hospitals and parishes. His legacy in this field is beyond measurement.

After retirement, he volunteered with the Canadian Hard of Hearing Association (CHHA) and donated many hours daily to this cause, the last five years as provincial President of CHHA B.C. Chapter. Under his leadership the Chapter has shown much growth. His leisure activities included travel, walking, sporting events, and family activities. He was writing a book about "Grace Therapy".

He is survived by: his wife, Marilyn, his children, grandchildren, siblings and many nephews and nieces. He was a very loving, gentle and kind person who treasured his family and friends, and was much loved in return. Blessed be his memory!

Adapted from memorial service program.

The family of Lloyd Dahl request that any donations in Lloyd's memory be made to the **HARD OF HEARING/LATE DEAFENED FUND.**

Send to Vancouver Foundation, Suite 1200, 555 Hastings Street, Box 12132, Harbour Centre, Vancouver, BC V6B 4N6. The Vancouver Foundation will issue receipts for all gifts. Interest from the capital will be used in perpetuity for CHHA-BC Chapter.

Our sincere condolences to the Miller family for the sudden illness and passing away of their daughter Amber, age 8 years. Jane Miller was a founding board member of CHHA B.C. Parents' Branch and served as treasurer for several years. Paul Miller was responsible for our Incorporation process as a Society.

We wish Jane, Paul, Keith and Courtney continued strength and the support of loved ones to bear this sad loss. From all your CHHA friends, much love and blessings.



What it's like to be deaf

Alyssa Day of Abbotsford presented the following speech to her class last year when she was in Grade 5.

(sign and mouth words)

How many of you would like to know what it's like to be deaf?

(speak out loud next)

How many of you would like to know what it's like to be deaf?

Chairperson, Honourable Judges, Ladies & Gentlemen, Fellow Students:

I know from experience about being deaf because I have been deaf since I was 2 years old. As a young child I had to learn to wear my hearing aids all the time WHICH I HATED SO MUCH! But soon I realized that my hearing aids really did help me hear better because they make voices louder. But I still feel weird when I wear them because they ask me what is in my ear.

When you're watching T.V., have you ever seen words that come from the bottom of the screen that tell you what the actor is saying? That's Closed Captioning so deaf people can watch and understand T.V.

I learned sign language to understand what other people are saying which was confusing at first, right now it's easy to understand what other people are saying. It's frustrating when people don't know sign language or I'm always the last person to know what is being said, it's also frustrating when I have to ask people. What we're going to do when they don't tell me.

Good things about being deaf is getting the best sleep at the airport while everybody else complains, sleeping through storms. When I don't want to listen to someone I can turn off my hearing aids and close my eyes which frustrates them.

When I was a little girl I used to freak my mom out by putting my hearing aid batteries in my mouth and run to my bedroom and slam the door, my mom freaked out cause she thought I was going to swallow them.

I just learned being deaf is not so bad because I get good grades, and I'm happy, healthy, and I have good friends.



Free Resources: become better informed . . .

Oberkotter Foundation

Order free copies of the following resources by calling toll-free 1-877-oraldeaf (1-877-6725-3323) Or visit: www.oraldeafed.org

Information kit for parents of children who are newly identified as deaf or hard of hearing. Includes:

MAKE *a joyful noise*

- handbook to help parents make informed decisions
- 20-minute video "dreams SPOKEN here"
article reprints and a suggested parent reading list

SPEAKING for Myself - 10 minute video

Deaf children can learn to speak and this film describes how this extraordinary feat can be accomplished. It is intended for those unfamiliar with oral deaf education, those who may not even be aware that deaf children can learn to speak.



Dreams SPOKEN Here - full version video (Length: 60 minutes)

A detailed exploration of oral deaf education from infancy through adolescence and adulthood, focusing on the critical early years. Includes important information on educational techniques and dramatic technological advances in hearing aids and cochlear implants.

Dreams SPOKEN Here - short version (Length: 20 minutes)

A shortened version of the above film. It can be used for those wanting a brief introduction to the issues discussed in the full version of Dreams SPOKEN Here.

Complimentary quarterly newsletter. Please contact them to order.

deaf children's society of b.c.

7355 Canada Way, Burnaby, B.C. V3N 4Z6 Canada
(604) 525-6056 (voice) 525-9390 (tty) 525-7307 (fax)

Email: deafchildren@infomatch.com website: www.deafchildren.bc.ca



Alexander Graham Bell Association for the Deaf and Hard of Hearing

First year membership FREE. Excellent magazine.

3417 Volta Place, N.W., Washington, DC 20007-2778

202/337-5220 (Voice) 202/337-5221 (TTY) 202/337-8314 (Fax)

Web site: www.agbell.org Email: membership@agbell.org

AND OUR VERY OWN...

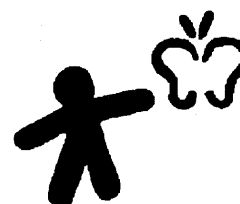
Canadian Hard of Hearing Association

B.C. Parents' Branch

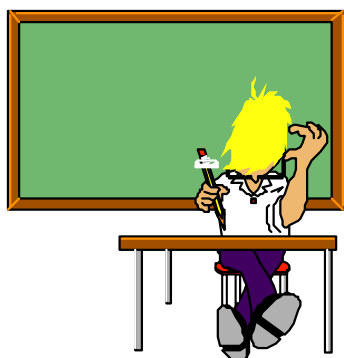
Free newsletter to families of Hard of Hearing and Deaf children in B.C. -

Contact us at 10150 Gillanders Road; Chilliwack, BC V2P 6H4

Web site: <http://www.chhaparents/bc/ca>



Seating



✓ All students with any degree of hearing loss must have preferential seating. The student should be seated with his/her better ear towards the teacher. Preferential seating is critical for students with fluctuating hearing losses as well as those with permanent hearing losses. This will ensure that the student hears the teacher's voice and sees the teacher's face optimally at all times.

- ✓ Students should have an unobstructed view of the faces of their teacher and fellow students. This will help in their ability to lip-read.
- ✓ Students should face away from bright lights or windows where glare will make it difficult to see the faces of the others in the classroom.
- ✓ Students who wear hearing aids should be seated away from sources of environmental noise, such as air conditioning units. The noise will be amplified by their hearing aids and will block hearing spoken messages.
- ✓ Whenever possible, seat the hearing-impaired student close to the front of the classroom, near the teacher's desk. The closer the student is to the sound source, the clearer he/she will be able to hear the message.
- ✓ Remember, the student can not read the teacher's lips if the teacher's back is to him/her (for example, when facing the blackboard) or if anything is covering the mouth. Remind the student to remind the teacher when he/she inadvertently turns aside or covers his/her mouth.
- ✓ Hearing-impaired students need preferential seating during assemblies and field trips as well as in their classroom. Seat the student in the front of the auditorium and away from environmental noise sources during assemblies. Have the person leading the assembly use the FM microphone and have the people speaking pass the microphone around if possible. **Do not place the microphone on the floor of the stage**. Placing it on the floor will ensure that footsteps will be heard instead of the spoken word.
- ✓ Have the interpreter/transliterator stand in the front of the auditorium in clear sight of the hearing-impaired student so that the student can follow the interpretation of the assembly.
- ✓ Remember that a hearing-impaired student who appears not to be listening may not be inattentive; **he/she simply may not be hearing**. Ask the student to check if his/her hearing aids are working. Check that a student with an interpreter has a direct, unobstructed view of the interpreter. However, do not allow the student to use his/her hearing loss as an excuse to be inattentive.

From "*The Hearing Impaired Child in the Jewish Classroom*"

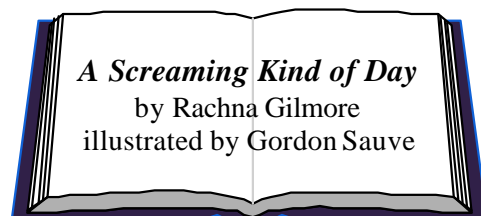
By Batya Jacob, National Jewish Council for the Disabled.

For further resources see this excellent web site at:

www.ou.org/ncsy/ourway/handbook/default.htm

Book Review

By: Leila Lolua



We've all had them...a day when you feel like screaming. *A Screaming Kind of Day* is a story about Scully, who is hard of hearing, and her brother. It's a realistic book, and I'm sure lots of families will see themselves in these pages... tussles between siblings, busy parents, kids wanting attention, timeouts, and rainy days. Throw in a child who takes out her hearing aids and closes her eyes or turns her back so that she can't lipread or listen... We've all been there.

I love the rain, the way the green sings with the rain.

I turn both hearing aids up all the way, to catch the sound. There's a kind of whooshing. Is that the rain?

I recommend this book for children aged 10 years and under. It's a perfect book to read with children; to share with them the frustrations of daily life, but also the simple joys. The author received input from The Canadian Hard of Hearing Association to gain insight into 'Scully's' world. It's definitely worth a read, notwithstanding that the illustrations include really old style hearing aids.

Look for *A Screaming Kind of Day* at your local book store, or ask your public library to consider ordering a copy for their collection.

Rachna Gilmore was awarded the 1999 Governor General's Literary Award for Children's Literature for *A Screaming Kind of Day*.

"Your Children Will Be Okay"

Thoughts shared by Dr. Charles Laszlo
- Elks Family Hearing Resource
Centre Parent Support meeting,
January 17, 2000.

- ✓ Accept your child's hearing loss.
- ✓ Realize that Deaf and Hard of Hearing children will encounter difficult situations in their lives. Parents cannot protect them from that.
- ✓ Know that Deaf and Hard of Hearing people vary greatly in their ability to cope with their hearing loss.
- ✓ Understand that the ability to cope is very closely related to self-confidence.
- ✓ Help your children discover their own strengths and interests, and then encourage them in these areas. This will help to build their self-confidence.
- ✓ Be careful about feeling sorry for your child because of the hearing loss, and then doing everything for them. This can rob a child of self-confidence.
- ✓ Be careful about allowing your child to blame their problems on the hearing loss.
- ✓ Help give your child the self-confidence and the skills they need to cope with difficult situations.
- ✓ Know that your children "will be okay."

Dr. Charles Laszlo is Professor Emeritus in the Department of Electrical and Computer Engineering at UBC and Chairman of ALDS (Assistive Listening Device Systems).

Dr. Laszlo was the first President of CHHA. He always attends our conferences, is a wonderful source of information and keen to talk to parents.

Upcoming Conference Keynote Speaker: Dr. Daniel Ling

By: Donna Chisholm

Dr. Daniel Ling is one of the most well-known figures in the fields of speech and language development and the education of children with hearing loss in the world. As a teacher he was an early proponent of integration and the importance of parent collaboration and education. Dr. Ling was a pioneer in the exploration and refinement of hearing technologies and acoustics and their specific use in aiding the development of auditory skills in hard of hearing and deaf children. As a teacher of teachers and audiologists, he headed the departments of audiology and speech language pathology at both McGill University and the University of Western Ontario and contributed over 200 articles and seven books to the field, including several seminal texts that continue to influence the field.

As a consultant, Ling has helped to establish education and habilitation for hearing-impaired children in many different countries. He has served as president of A.G. Bell Association for the Deaf, is a founding father of Auditory-Verbal International, Inc. and has received many awards and honours from his peers, recently receiving the Order of Canada in recognition for his contribution to scientific research.

But, most of all, he is beloved by parents all over the world for the defining of a "natural" course of spoken language development modeled after that of typical hearing children, that champions the parents' role and ability to provide the most appropriate environment for language learning within the natural and unique contexts of family and home life.

We are delighted to be able to host this internationally sought after speaker and invite you all to not only come yourself but encourage your child's teachers and audiologists to attend as well.

"Since the time of Alexander Graham Bell, no single individual has had a greater impact on speech training for deaf people."

Mary Joe Osberger, "Gallaudet Encyclopedia of Deaf People and Deafness", 1987

"... this generation's single most influential theorist and practitioner..."

Beryl Lieff Benderly, *Dancing Without Music - Deafness in America* Gallaudet University Press, 1980

Mom recommends Dr. Ling

[CI Circle] Hi all, I had the great honor of hearing Daniel Ling speak in Kitchener, Waterloo, Ontario, Canada last Saturday. What a thrill to hear from such a great pioneer and advocate of the AV therapy. He led us on a discussion of what is now to what is next and what to do to fight for our children for continued services and integration at all ages and stages for the future.

He seemed to me to be a man that you could call up and would answer your questions. I have read his works but had never heard him speak live. A great man. I would recommend all parents if you have the chance... go listen. *Kym mommy to Megan N24 6/99*

CI Circle is an online support group for parents of children with cochlear implants and for others who are interested in learning more about pediatric cochlear implants.

Parent to Parent

By: Janet Les

Recently our son, Curtis, had a "job shadow" day as part of his Grade 10 CAPP program. This was a parent participation project. We were to discuss career options with our son and help find someone to "shadow." For many years he has said he wants to be a veterinarian but is now having second thoughts. He really doesn't like biology at all and the thought of another 9 years of that is daunting. What he does like is computer studies and he is thinking to attend Tech BC after graduation. But come "job shadow" time he wanted to go with a vet. Visiting farms for a day seemed more appealing than sitting beside someone on a computer! The first veterinarian my husband contacted was very willing and showed no concern when informed that Curtis has a severe hearing loss.

Then, of course, Mother got to thinking. The day would involve travelling from farm to farm, probably in a noisy sport utility or something. Animals being treated would be either in an open field or large echoing barns. All things considered, conditions for communication were likely to be poor. Curtis would still learn from what he observed, but I knew that if conversation proved impossible he would be uncomfortable and perhaps disillusioned.

On the other hand, perhaps this would be a reality check for him and encourage him to increase use of ALD's. Ideally he should take and wear his school FM system but I knew that suggestion would meet with major resistance. So we decided to "educate" the vet on the basics. This is what we gave him:

**Ministry of Education, Skills and Training Special Education Branch
Hard of Hearing and Deaf Students : A Resource Guide to Support Classroom
Teachers**

Communication Tip Sheet (adapted)

- Get the student's attention with a soft touch or visual sign and keep eye contact.
- Students with hearing loss need to see your face all the time to speechread and get meaning clues. Keep mouth visible.
- Speak naturally without overemphasizing. Short sentences are best.
- Tell the student or provide an outline of the day's schedule; he does not obtain this information from general classroom dynamics.
- Use open-ended questions that invite interaction and wait. This prevents the student from nodding without really comprehending.
- Repeat, and then rephrase if you have problems being understood.
- If you cannot understand your student, ask him to repeat, rephrase or speak louder.
- In a group your student can only participate if you insist on one speaker at a time and reduced general noise.

Curtis went off to work that day with the usual instructions from his mother. "Be sure you tell Dr. Reynolds about your hearing loss and let him know your needs... Don't just pretend you understand when you don't..." He gave me the usual response "OH, MOM!"

The job shadow experience turned out to be a very positive one. How wonderful to hear our son say "He said... I asked him... The farmer told us..."

And, another objective was met. Curtis knows for sure: he does not want to be a veterinarian. "Cleaning dung from cows behinds is not what I want to do. Bever!" We'll continue to discuss career options.

Meanwhile, he started an excellent student job last week working for a large greenhouse/nursery grower in our neighbourhood. Time to prepare another "Tip Sheet."

Parent to Parent is a regular feature in our newsletter. Send in your story today!

Behaviour...

We have a eight-year-old son who is hard of hearing: a moderate, progressive hearing loss in one ear and a profound loss in the other.

He has seemed an outgoing, affectionate, and happy kid and has always done fairly well at school, even when measured against kids who are "hearing". More recently he has had some difficulty maintaining steady friendships at school and he is prone to aggression, bossiness, swearing, and other rude gestures on the playground.

At home, much of his behaviour seems to be that of a five or six-year-old. His affection is often so "in-your-face" that it appears to be an attention-getting device. It is now quite uncommon for him to converse directly with his parents or peers without acting "goofy" in one way or another. He seems to be clinging desperately, and dysfunctionally, to babyhood.

At the same time, we feel really guilty if we push him away, either literally or figuratively when he acts "like a baby". We feel and express affection towards him a lot of the time, but we are a bit wary about reinforcing behaviours of his which aren't going to serve him too well in "the real world".

I wonder if others have gone through, or are going through, phases like this with their children? To what extent, I wonder, does the behaviour relate to those kids' hearing impairment? What did you do? What worked, what didn't work? Who did you ask about your child's behaviour? I look forward to hearing any responses in a future news letter or in person. (Hamish Plommer: 376-0338 Email: plommer@kamloops.net).



CHHA - B.C. Parents' Branch

Canadian Hard of Hearing Association



Membership is open to any individual or organization who supports our objectives. Annual membership fee is \$20. Donations are welcome and needed by CHHA - BC Parents Branch.

Membership in the Canadian Hard of Hearing Association entitles you to vote on any CHHA matter, and to receive a subscription to LISTEN magazine, CHHA-BC's newsletter *The Loop* and the Parents Branch newsletter.

_____		Parent(s)	Professional	Other
NAME				
_____		H of H Child(ren)		
MAILING ADDRESS				
_____		Name	Birthdate	
PHONE	FAX - if applicable			
	New Membership	Renewal	Donation \$	_____

Thank you! Your support benefits deaf and hard-of-hearing children in BC...

Payable to: CHHA - B.C. Parents Branch - c/o 10150 Gillanders Road; Chilliwack, BC V2P 6H4 - Phone: 604-794-3772

Speaking Up!

The BC Confederation of Parent Advisory Councils, with support from the Vancouver Foundation and the Ministry of Education, is offering a new resource for parents of children in public schools. **Speaking up!** is a 20-page, user-friendly guide to help parents deal more successfully with problems their children face in school. Copies are available for \$3 each.

Speaking up! provides:

- ✓ An outline of parent rights & responsibilities
- ✓ A guide to working through a problem
- ✓ An approach to dealing with parents' fears
- ✓ Information about the BC public school system
- ✓ Places to go for more help

To order your copy, contact BCCPAC

1540 - 1185 West George St
Vancouver, BC V6E 4E6
Phone: 604-687-4433
Fax: 604-687-4488

Email: bccpac@direct.ca

Volunteer Interpreters

Students in the Douglas College Program of Sign Language Interpretation are available to provide no-cost interpreting services on a limited basis. Students can interpret in settings where no funding is available for professional interpreters, and where preparatory materials are provided. The kind of settings in which students have volunteered include craft classes, Tupperware parties, family gatherings, and sports and leisure activities.

Two weeks notice is required. Students are not permitted to miss classes to volunteer, which means they are primarily available evenings and weekends. However, at times their schedules have some free time in the day, so it doesn't hurt to ask.

Students will always work in teams of two, to provide support and monitoring for each other. They will have feedback forms for consumers to complete and return to the college in postage paid envelopes.

It's important to remember that these are students, not professionals, so the quality of access will be different than that provided by professionals. Students do best in small group settings, where they have the chance to ask for clarification and repetition. Students have worked in larger meetings and workshops, but at times they need to revert to giving a summary or synopsis rather than a full interpretation.

To request a student interpreter, call 527-5552, and press #1 to leave a voice message, or call 527-5133 TTY. Messages will be checked even during the summer when students are not in classes.

Karen Malcolm, Douglas College

