

Plan to attend our next Parent Evening...

Thursday, March 29, 2001 - 7:30 pm

Elks Family Hearing Resource Centre - Surrey, BC

Special Guest: Dr. Susan van Gorp

Susan is the Provincial Outreach Consultant, B.C.S.D. Topic for discussion will be education of deaf and hard-of-hearing children, including: how systems work, what services are available, transitions, I.E.P.s, role of the key players, etc.

Prepare and bring your questions along, or better yet, Email your questions directly to Susan at svangorp@south.ds41.bc.ca

Opportunity to meet and talk with other parents over coffee.

Look forward to seeing you there!!!

2000-2001 Executive

President: Teresa Kazemir

Vice Pres. CHHA rep: Leila Lolua

Secretary: Lauren Ramsay

Treasurer, Editor: Janet Les

Parent Support: Cathy Chow

Kidz Konnection: Teresa Lonn

Communications: Kathy Manuel

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Past President: Donna Chisholm

A HUGE **thank you** to
CHHA-BC from the
Parents' Branch for a
most excellent Annual
Conference.

Thanks also to the
Jeremy Chiao Foundation
who provided a grant to
assist parents' expenses.
Thanks to **volunteers** and
attendees - the
conference was truly
unforgettable!

Does Your Child Enjoy Computers?

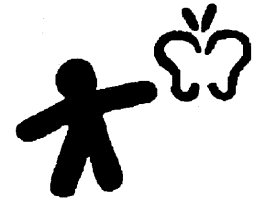
By Patricia Barrett

Through some informal inquiries I have made it may be possible to have space at a Vancouver based computer store or education centre for the purpose of providing hard of hearing/deaf children some computer time for enjoyment and education. My idea is that children could have a social/educational time perhaps once a month on Sundays. Computers could be used for games (net worked together for competition), for individual games and for research for school projects or special interest subjects. When children collectively want training, then courses could be set up to meet their needs. Ideally people with good computer knowledge and sign language skills would be available to assist on an on going basis.

Before I continue with putting more information or resources together I would like to know how many people are interested in participating, and the ages of the children. Also anyone who has the know how to help with this sort of project, please contact me.

Your response to: Patricia Barrett by 15 March 2001 would be appreciated.
phone 253-8035 email pbarrett@sfu.ca

January 2001



Canadian

Hard of

Hearing

Association

B.C.

Parents'
Branch

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

President's Message

Hello! I am somewhat surprised to say that I am the new president of CHHA-Parent's Branch! Donna needed to take a break, I was willing to take a position on the executive, and so...

Although I'm new to the executive, I haven't missed a conference since we started going in 1995. I have found the conferences very informative, but more importantly they've been an opportunity to meet and connect with other parents and share information. I look forward to the conference each year, as it is the only time I see many of those families. I have just begun to attend the regular meetings this past fall, so I don't yet really know what my job of president will entail...I guess everyone can help me learn as I go!

I will share our family's story with you so you get a better idea of who I am. My husband (Steve) and I live in Port Coquitlam and have two sons; the oldest is 5 1/5 and is hard of hearing, and the youngest is 3 1/2 and hearing. I work from home part time as Speech-Language Pathologist and my husband is an Electronics Engineer (our backgrounds have come in handy while raising a son who is hard of hearing!)

Our older son was diagnosed at birth with bilateral atresia (no openings in his ears) and microtia (small, incompletely formed outer ears). A moderately severe conductive hearing loss was confirmed a short time later. He was fitted with a bone conduction hearing aid at 2 months old, which he has worn ever since.

A bone conduction hearing aid is similar to a typical air conduction hearing aid, but the sound is sent through a wire to a vibrating oscillator instead of through the earmold into the ear canal. This oscillator is placed against the mastoid bone behind the ear. The inner ear picks up these vibrations, and the child hears through "bone conduction."

We received services through the Elks Family Hearing Resource Centre (which we loved!) until our son started kindergarten this past fall. He is now seen once per week by his hearing resource teacher, and is in a kindergarten/grade one split class, doing very well.

Needless to say, over the past few years we have acquired a wealth of information about conductive hearing loss, microtia and atresia, bone conduction hearing aids, and bone anchored hearing aids. There are relatively few children out there with this type of hearing loss, but we have met or talked with some families around the province, and have hooked up with people from all over the world on the internet. For families who may be looking for more detailed information in this area, we have a web page in the process of being updated (www.pde.com/~kazemir) as well as an Email list, a kind of an information-sharing page specifically for this type of hearing loss (atresialistbot.com).

So that's my story. I look forward to the coming year working together with the other members of the CHHA Parent's Branch!

Teresa Kazemir

It's the Person First....

Then the disability

If you saw a person in a wheelchair unable to get up the stairs into a building, would you say "There is a handicapped person unable to find a ramp"? Or would you say "There is a person with a disability who is handicapped by an inaccessible building"?

What is the proper way to speak to or about someone who has a disability?

Consider how you would introduce someone – Jane Does - who doesn't have a disability. You would give her name, where she lives, what she does or what she is interested in – she likes swimming or eating Mexican food, or watching Robert Redford movies.

Why say it differently for a person with disabilities? Every person is made up of many characteristics – mental as well as physical – and few want to be identified only by their ability to play tennis or by their love for fried onions or by the mole that's on their face. Those are just parts of us.

In speaking or writing, remember that children or adults with disabilities are like everyone else – except they happen to have a disability. Therefore, here are a few tips for improving your language related to disabilities and handicaps.

1. Speak of the person first, then the disability.
2. Emphasize abilities, not limitations.
3. Do not label people as part of a disability group – don't say "the disabled", say "people with disabilities."
4. Don't give excessive praise or attention to a person with a disability; don't patronize them.
5. Choice and independence are important; let the person do or speak for him/herself as much as possible; if addressing an adult, say "Bill" instead of "Billy".
6. A disability is a functional limitation that interferes with a person's ability to walk, hear, talk, learn, etc.; use handicap to describe a situation or barrier imposed by society, the environment or oneself.

www.fertilethoughts.net



KIDZ KONNECTION 2000

The children's programs at the 2000 CHHA-BC Conference were a huge success!!



The infant/preschool group was filled to capacity. Eleven families utilized the childcare, with 10 children attending on Friday and 12 on Saturday. Our volunteers were kept busy changing diapers, doing arts and crafts, playing games, and generally keeping the children entertained. We also incorporated some discussion around hearing aids for the 3 to 5 year olds, talking about what they're for and why some people have them. The room was "looped" (courtesy of WI DHH), which allowed us to make use of the "t-switches" on the children's hearing aids to cut out background noise when we were having circle time or watching a video.

We'd like to thank all the parents who volunteered for a shift to help us out, and especially thank our volunteers Laura Davidson and Pamela Day, without whom we couldn't have run the group. We hope they will come back and help us again for the 2001 Conference!! *Teresa Kazemir*

This was my first year organizing the Kidz Konnection Program and I couldn't have done it without the help of volunteers. Special thanks to Leanne and Curtis Les, Jason Cloutier, Kathy Manuel and the volunteer interpreters from Douglas College.

We certainly kept busy with twenty kids on Friday and eighteen kids on Saturday, ranging in age from 6 - 13 years of age; the majority being active boys! Kids from across the province had a great time renewing friendships and making new friends. There were games, crafts, videos and lots of junk food! On Friday, Max Fomitchev, a deaf mime, entertained us all with his act. The real fun began when he taught us a few basics of mime. Teresa the Art Therapist visited us for three hours on Saturday morning and kept everyone busy working with clay to make animal creations and then painting animal habitat murals. The kids loved it and did some fantastic work that they were able to take home. Considering the fact that these kids had to be contained in a meeting room for long hours over the two days, they were great!

I would like to give a special thank you to all the families, especially those that travelled from outside the Lower Mainland, for giving your children the opportunity to attend the Kidz Konnection 2000. It is very important for our hard of hearing children and their siblings to connect with other hard of hearing kids; to know that they are not alone. That is why the CHHA Parent's Branch feel this program is an integral part of the conference. We look forward to seeing you at Kidz Konnection 2001! *Teresa Lonn*

A satisfied customer...

**Dear Maggie Magee Dodd
Thank you for helping me get to the conference. I especially liked the tea (Red Rose). I also liked playing with Mikey and Evan. I also liked watching the planes at Vancouver International Airport start out on the Runaway and taking off. I look forward to come to the Conference.**

**Love Hart Plommer
P.S. Hope to see you next year!**

The Best In You

BEST is a program designed for youth who have hearing loss between the ages of 14 and 18 years of age. BEST focuses on communication and the youth will explore the effects of hearing loss on communication with others through **fun and exciting activities**. They will discover more about themselves, explore their own potential, understand and accept

themselves, and understand what helps them to learn.

The program has been offered in Vancouver and in Kelowna. It is being offered a second time in Vancouver at the Western Institute for the Deaf and Hard of Hearing in Vancouver on February 2 and 3. The cost is \$10 (includes materials, binders, lunch and snacks on Saturday).

If funding can be obtained we will continue with this program. Please let us know if you are interested.

For more information please contact:
Pamela Spencer,
Audiologist/Rehabilitation Counsellor
Western Institute for the Deaf and Hard of Hearing
Phone: (604) 736-7391 (voice) (604) 736-2527 (TTY) Fax: (604) 736-4381 Email: pspencer@widhh.com

At the November 2000 CHHA conference, key-note speaker, Dr. Daniel Ling, provided a copy of his Lecture Notes. The following is an excerpt. For a complete copy, please contact Janet Les (contact info. on page 1)

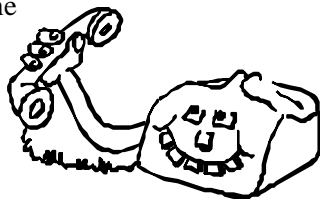
Auditory Feedback in Speech Production

Only through hearing their own speech patterns can children develop spoken language that conforms to that of their community. There are other feedback modalities – vision and touch – but audition is the most appropriate one. In practice, it is the modality that best permits children to determine whether their speech production satisfies their intention and if their speech patterns match those of others. Only if children are sufficiently aware of the importance of listening to themselves as well as to others, will they have reason to adopt the accepted pronunciation of speech patterns used in their community. At the same time, persistently deviant patterns of speech is clear evidence for professionals and caregivers alike that more comprehensive intervention is essential to ensure that the children develop either better perception of others' speech or greater awareness of their own speech production.

Auditory feedback is often a problem with children who have developed habitually deviant speech patterns when fitted with inadequate hearing aids and later switch to a well mapped cochlear implant. Although their perception of others' speech improves, their own speech production often does not. This problem is not limited to older children. The most likely reason for a discrepancy between children's perception of others' speech and perception of their own is that the teachers and therapists working with them and their parents are so focused on *what* spoken language the children hear and produce that they largely ignore *how* they produce it.

Developing Technology: Captioned Telephone

A new technology currently under development allows people to receive live captions of their telephone conversations. Captioned Telephone, or CapTel, is similar in concept to Captioned Television, where spoken words appear as written text for viewers to read. CapTel looks and works like any traditional phone, with callers talking and listening to each other, but with one very significant difference: captions are provided live for every phone call. The captions are displayed on the phone's built-in screen so the user can read the words while listening to the voice of the other party. If the CapTel user has difficulty hearing what the caller says, he can read the captions for clarification.



Parents often find it very hard to encourage more attention to auditory feedback because they are initially so happy that the child is producing speech that they are delighted to work at understanding what is said. But as children grow older, they must accept that, in general, the responsibility for being understood rests with them, not so much with the listener. Parents often need considerable help in encouraging their children to become responsible for producing speech that is not unnecessarily deviant. Such encouragement should be provided early if deviant patterns are not to become habitual. Many parents are not good at helping their children accept this responsibility. On one occasion, having listened to a child speak clearly to me, he turned to speak to his mother. His speech became unintelligible. I told him that I could no longer understand him and asked what language he was speaking. He replied, "I'm not talking to you. I'm speaking *mother*." Too many children habitually speak *mother or teacher* if they are allowed to get away with it. But there are many penalties to pay if one carries poor speech into adulthood.

Once children have acquired fluent speech, tactile-kinesthetic feedback provided by sensations in the vocal tract assume a greater role in speech production than audition. This is why children who lose all their hearing from about age 4 can continue to talk normally if speedily given appropriate therapy. This is also why paying less than due attention to the remediation of persistently deviant speech from an early age results in habitual errors – errors that are hard to change because they have become embedded as default patterns in the tactile-kinesthetic system.▷

The user presses the "Captions" button on the Captioned Telephone at the start of the conversation, which transparently connects the call to a service that provides the captioning. At the service center, a specially-trained operator using a customized voice recognition computer re-voices whatever is said by the other party. The voice recognition system transcribes the operator's voice into text (captions) which is bundled with the speaking party's actual voice and sent down the telephone line to the Captioned Telephone. When the Captioned Telephone receives this combined information, the voice and text are split so that the voice goes to the earpiece of the phone and the captions go to the display screen. From the user's perspective, the captions appear nearly simultaneously with the spoken words.

Ultratec, the company developing this technology, is currently conducting consumer trials. For more information and updates visit their web site at www.ultratec.com

Special Education Review - Where is it at?

By Janet Les

The B.C. Ministry of Education conducted an extensive process in 1999 of reviewing special education which CHHA - BC Parents' Branch also participated in. What is happening with it? Not much that we have seen, so far.

Joe Coelho is the Ministry staff person in charge of Deaf/Hard of Hearing and Deaf/Blind students. He conducted a workshop at our November conference. Mr. Coelho distributed a handout of the 47 recommendations of the Special Review team - the complete report is available on the Internet at www.bced.gov.bc.ca/special/ed

Using overheads, Joe gave a synopsis of "common themes" defined by the Review. He was then in the unenviable position of responding to parents' concerns regarding their children's education. (Admit it - we do like to "host" Ministry staff. . .) A concern raised by some parents is that directives in students' *Individual Education Plan*, although a binding document, are not being followed and parents have little recourse. Joe asked that we see the IEP as a work in program - a plan.

Visiting the Ministry's Website today, I find the Ministry of Education Performance Plan for 2000/01 - 2002/03, a 17 page document. It makes one mention of Special Education, as "Review special education programs and recommend ways that they may be improved." After the extensive "Review" in 1999, we hope the next years will bring some action, rather than more "review." Surely the Ministry could get going on some of the more simple recommendations. For example, recommendations 41 and 42 look to be a good strategy and quite simple to implement [see box.]

The final recommendation of the Review is:

The Review Team recommends:

47. The Minister of Education should issue a report by September 2003 indicating the progress made toward the implementation of the aforementioned recommendations.

I do hope we don't have to wait until 2003 to see some action on our concerns. A looming election does not bode well for Ministry action. Meanwhile, our children stumble along with amazing resilience, in most cases. We appreciate your thoughts and continued vigilance.

Our recommendations to the Review team can be viewed at <http://www.bced.gov.bc.ca/specialed/review/085hearing/toc.htm>

Special Education Review

Sharing Successful Practices

The co-chairs discovered that there is little sharing of successful practices, models, program delivery or resource documents between districts and in some cases between schools in the same district. There are some excellent services being provided across British Columbia and a common clearinghouse is required so that educators, support staff, parents and organizations can share with others. The gathering, reviewing and evaluating of these practices would be time consuming if done by the Ministry of Education. The reviewers believe that the method recently developed for gathering aboriginal education ideas called "What Works" may serve as a model for sharing successful practices in the field of special education.

The reviewers found the effective use of school based teams to be a topic for which sharing of ideas that work would be especially useful. Many briefs submitted to the review team spoke to the strengths of the concept of school-based teams, but expressed concern about the time, and on-going support needed to have this concept be truly effective. The review team suggests that successful practice in the use of school-based teams is efficient, streamlined, flexible and employed only when needed to benefit students.

The Review Team recommends:

41. The Ministry of Education should include on its website information about successful practices in the provision of service to students who have special educational needs and support district, regional and provincial conferences about the provision of services to students who have special educational needs.

42. The Ministry of Education should gather and disseminate information about effective models for the use of school based teams using the ministry's website.

A FIRST GRADE TEACHER collected well know proverbs. She gave each child in her class the first half of a proverb and asked them to come up with the remainder of the proverb. Their insight may surprise you...

Where there's smoke there's. . . . pollution

Don't bite the hand that. . . . looks dirty

A penny saved is. . . . not much

If at first you don't succeed. . . . get new batteries

Children should be seen and not. . . . spanked or grounded

Strike while the. . . . bug is close

Better to be safe than. . . . punch a 5th grader

No news is. . . . impossible

You get out of something. . . . what you see pictured on the box

Parent to Parent...

By Lynn Straw

Something fairly new and interesting to us and other families with deaf children is the **Connexin 26 gene**. It is a recessive gene and is responsible for about half of all non syndromic deafness in many countries. UBC Medical genetics does a blood test for it. There is a website with information on this at www.geneclinics.org (UBC sanctions that website). One in 10 of us carry the gene and if we marry a partner and both of us give that gene to our offspring-they will be deaf. Degree of loss varies. I thought this might be good info for many people curious about why they or their child are deaf.

Editor's note: This website has a section specifically for hearing loss issues with the following interesting summary.

Hereditary Hearing Loss and Deafness Overview

Disease characteristics. Several hundred genes are known to cause hereditary hearing loss and deafness. The hearing loss may be conductive, sensorineural, or mixed; syndromic or non-syndromic; and prelingual (before language develops) or postlingual (after language develops).

Diagnosis/testing. Genetic forms of hearing loss must be carefully distinguished from acquired (non-genetic) causes of hearing loss. The genetic forms of hearing loss are diagnosed by otologic, audiologic, and physical examination, family history, ancillary testing (such as CT examination of the temporal bone), and DNA-based testing. Testing for deafness-causing mutations in the *GJB2* gene (connexin 26) plays a prominent role in diagnosis and genetic counseling.

Genetic counseling. Hereditary hearing loss can be inherited in an autosomal dominant, autosomal recessive, or X-linked recessive manner. Less common is mitochondrial inheritance. Genetic counseling and risk assessments depend on an accurate determination of the specific genetic diagnosis. In the absence of a specific diagnosis, empiric risk figures, coupled with connexin 26 mutation analysis, can be used.

<http://www.geneclinics.org/profiles/deafness-overview/index.html>

Hearing Loss in Teenagers

Look at the smiling faces inside booming cars, beside loud stereos and in the audience at explosive rock concerts and chances are good you're probably looking at the eager faces of teenagers.



Kids love noise - and given audiologists increasing concern over environmental noise and the hearing loss that can result - parents of teenagers have cause to be concerned for their child's hearing.

"Teenagers are especially at risk, from all the usual things," says Dr. David Brown, audiologist and auditory researcher at University of Calgary's Faculty of Medicine. "Not only that, but we just finished doing a piece here on raves. My understanding is that they're very loud and they go for eight to 10 hours. Again, it's recreational noise that people might overlook. And things like this start to creep up on us."

The thing is, one type of noise-induced hearing loss is cumulative. The risk of hearing impairment starts after prolonged exposure at decibel levels of 85 or higher. And according to *The Hearing Foundation of Canada*, things as seemingly innocuous as a telephone dial tone and a subway car check in at 85 dB or higher. The kinds of sounds teens like to hear are, as you might imagine, considerably louder.

Consider this information from *The Hearing Foundation of Canada*: If you frequent rock concerts, you are routinely exposed to sound levels above 100 dB - the closer you are to the speakers, the greater the risk involved. (The Foundation says regular exposure of over one minute risks permanent hearing loss)

Portable cassette players can be louder than 115 dB. One Michigan researcher has shown that almost everyone who participated in his study, including fellow audiologists, listened above a safe level. Some car stereos are capable of volume output as high as 140 to 150 dB.

The loss is documented. Over 15 per cent of school-age children have hearing loss, according to U.S. statistics. And a Queen's University study reported hearing loss in over one-third of 60 students who said they regularly did things like listen to stereo music, play in bands and play video games. None had ever been exposed to industrial noise.

"The thing is, typically, this age group is one where I could stand there and lecture until I'm blue in the face and nothing happens," Brown says. "There are organizations such as HEAR - they do a much better job. You have big name rock stars and they're telling people that they've damaged their hearing from the number of hours at extreme volumes. And it's really geared towards kids. They may not know all the physiology and mechanisms behind it, but they know it goes a long way for kids to hear something from them rather than from me."

"The whole idea we've really got to work on is education - the younger the better. It's hard to get through to teens, but if they have the information, then they can have a chance of making an educated choice and understand the implications of what they do."

From the Globe and Mail insert on May 16, 2000 "Report on Hearing Loss" by *The Hearing Foundation of Canada*





Hard of Hearing and Deaf Students: A Resource Guide to Support Classroom Teachers

Range of Hearing Loss and Educational Implications

Hearing loss has been organized traditionally into five categories which consider the range of sounds used in speech; it may be helpful for you to know which category best describes your particular student:

1. Normal hearing:

Students can detect all speech sounds even at a soft conversation level. The student's hearing would be plotted in the -10 to +15 decibel range on an audiogram.

2. Minimal loss:

Students may have difficulty hearing faint or distant speech. Peer conversation and teacher instructions presented too rapidly, particularly in noisy classrooms, are likely to result in missed information. Loss is between 16 to 25 decibels.

3. Mild:

Student may miss up to 50% of class discussions especially if voices are soft or the environment is noisy. Students will require the use of a hearing aid or personal FM system. Loss is between 26 to 40 decibels.

4. Moderate:

Classroom conversation from 3 to 5 feet away can be understood if the structure and vocabulary is controlled. Hearing aids and/or personal FM systems are essential. Specific attention will need to be directed to language development, reading and written language. Loss is between 41 to 55 decibels.

3. Moderate to severe:

Without amplification students with this degree of loss

can miss up to 100% of speech information. Full time use of amplification is essential. They will probably require additional help in all language based academic subjects. Loss is between 56 to 70 decibels.

4. Severe:

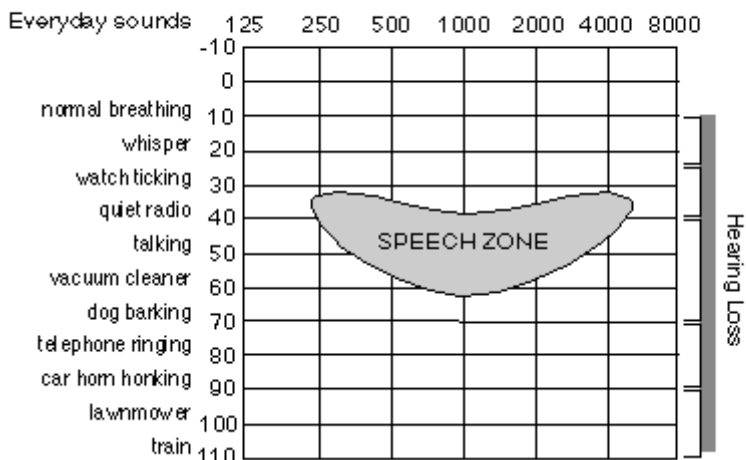
Students can only hear loud noises at close distances. They require individual hearing aids, intensive auditory training and specialized instructional techniques in reading, language, and speech development. Loss is between 71 to 90 decibels.

5. Profound:

For all practical purposes these students rely on vision rather than hearing for processing information. If you have a student in this category, he or she is usually a candidate for signing systems and specialized instructional techniques in reading, speech, and language development. A loss of 91 decibels or more is described as profound.

It is also useful to remember that sometimes loss of hearing can be only at high or low frequencies. This can interfere with the ability to hear specific speech sounds. Also, hearing can fluctuate depending on the student's state of health or upon differences in the environment. These sample audiograms may help in further understanding your student's loss.

Speech sounds and some environmental sounds



In the works...

Did you know that most other provinces and territories in Canada provide substantially more coverage for hearing aids for children than British Columbia? Manitoba will subsidize 80% of the cost for purchase of two hearing aids up to a maximum of \$1800.00 (minus a \$75 fee and dispensing fees). In Newfoundland and Labrador, hearing aids are provided to all children and students who require them. Some provinces provide the hearing aids at wholesale cost (which is substantially lower than market price!!)

We will be providing you with more information about funding for hearing aids in our next newsletter. We will also let you know how you can help us to lobby the provincial government to try to improve our level of coverage for hearing aids for children in B.C. /TK



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.

NAME _____

Parent(s) Professional Other

MAILING ADDRESS _____

H of H Child(ren)

PHONE _____ FAX - if applicable _____

Name Birthdate

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

FUN IN THE SUN! SILENT WEEKEND 2001 ARE YOU READY?

Once again the Island Deaf and Hard of Hearing Centre is hosting Silent Weekend. Silent Weekend 2001 will take place during May 18th to May 21st at Camp Capernwray on Thetis Island, just a short ferry ride from Chemainus, BC on Vancouver Island. This will be our second time to Camp Capernwray following a successful Silent Weekend in May of 1999. One piece of feedback that was noted repeatedly on the 1999 Evaluation Forms was..."not long enough, so let's go for three nights next time." Hence, Silent Weekend has grown from being a traditional 2 night, 2 day event, to 3 nights and 3 days.

Silent Weekend is a rare opportunity for approximately 150 Deaf, Hearing and Hard of Hearing Individuals in the community to come together for an educational, social, action-packed, fun-filled weekend of sign language immersion. It is also an opportunity for Hearing families with Deaf Children to meet, and learn from each others experiences while they are surrounded by some wonderful Deaf role-models for their children. There will be several workshops available for everyone facilitated by Deaf individuals. Some of the workshops will be for Hearing Parents and siblings learning sign

language to improve their communication skills. Families and friends will come together at mealtime, which is prepared and served by camp staff. After mealtime, the children will be anxious to return to the kid's only area where they will be busy with arts and crafts, games, play time and being entertained by a clown or magician.

Afternoons will be spent exploring Caperwray's gorgeous 100 acre ocean front property. People will enjoy walking the 5km forest trail, or learning how to rock climb on the 40 foot Climbing Tower, have a game of volleyball, Frisbee-golf, or horseshoes. Others will want to explore the coastline after learning how to kayak or canoe, or perhaps a game of ping-pong, or badminton. Some will want to be challenged and learn team-building skills as they work their way through the team obstacle course. In the evenings after supper we will gather around at the outdoor amphitheatre for some live entertainment and then roast some marshmallows over the bonfire. After an action filled day everyone will tuck into their cottages and cabins for a good nights sleep – dreaming of tomorrow's events.

For further information, please call Dennis Larabee at 1-877-424-3323 or email: idhhc@island.net