

Attention Teens! Get involved in helping plan your part of the CHHA Conference 2002. We want your ideas!

Join us for a "PPP Meeting" (Pizza, Pop & Planning)

WHEN: Saturday July 6, 2002

WHERE: Kathy Manuel & Nicole's Home

ADDRESS: 8138 - 168B Street Surrey, BC

TIME: 11:00 am - 2:00 pm

RSVP: by July 1/02

CONTACT: Kathy Manuel - (604)575-3200
Teresa Lonn - (604)533-9878

If you are unable to make the meeting we still want to make sure you have some input. You can email your ideas to Teresa Lonn at the following address:

penfoldhomesltd@primus.ca

CHHA - B.C.
Parents' Branch

Family Picnic

July 20, 2002

Hosted by:

Teresa & Bo Lonn,
Nolan and Nathan
20058 Fernridge
Cres. Langley, BC

2:30 to 7:00 pm

Bring a potluck supper
and lawn chairs

Activities for the
whole family
(badminton, games,
crafts, a hike in the
woods, etc.)

**R.S.V.P. to Teresa
(604 533-9878) by
July 13th to get
directions!**

Cochlear Implants: Sharing Our Stories

*A MINI-CONFERENCE FOR PARENTS AND
PROFESSIONALS*

June 8, 2002 - 8:30 am to 3:00 pm

SHERATON GUILDFORD HOTEL - SURREY, BC

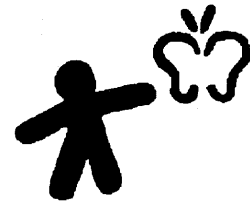
- **Kim Schaefer, Sylmar California**
Pediatric Coordinator, Bionic Ear Association
and Parent of Madisen, 7, who has had a
Clarion™ device for 4 years.
- **Panel of BC Families of Children with
Cochlear Implants**
- **Kristine Bernhard, Coordinator of Cochlear
Implants, BC Children's Hospital**
**Susan Lane, Director, BC Family Hearing
Resource Centre** "What's Happening in B.C.
with Cochlear Implants in Children?"
- **Future Trends: Two Perspectives**
Representatives from two leading manufacturers,
Advanced Bionics Corporation & Cochlear Americas,
will share the latest...

Early registration deadline is May 17. Registration
deadline is May 31. Contact **BC Family Hearing
Resource Centre** for further info at 604-584-2827
Fax: 604-584-2800 Toll Free: 1-877-584-2827

MARK YOUR CALENDAR! DETAILS IN THIS NEWSLETTER...

May 16	CHHA Parent meeting at #8 - 15355 - 102A Avenue, Surrey, BC. 7:30 pm. All parents welcome! Info, call Teresa 604-552-2254
June 8	Cochlear Implant conference
June 10	Cochlear Implant parent group meeting
July 6	Pizza, Pop, and Planning meeting for teens
July 20	Family picnic
Oct 18, 19	CAEDHH conference
Oct 25, 26	CHHA annual conference and Kidz Konnection

MAY 2002



Canadian Hard of Hearing Association B.C. Parents' Branch

Mailing Address:

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www.CHHAparents.bc.ca

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

Whine Not? -- Editor's ramblings...

I have lately been disappointed at the degree of negativity exhibited by some parents of children with special needs. We are all sometimes discouraged -- I'm certainly no exception -- but overly pessimistic attitudes are not beneficial to our children.

An article in our local newspaper about a new Centre for children with specific challenges quoted a mother saying how positive and forward-thinking this Centre was and how she had found parent support groups to be "whining sessions." It made me realize that's why I continue to enjoy CHHA parent meetings, even after all these years. Our parent meetings are no whining sessions. This wonderful group leaves me feeling empowered, affirmed, and encouraged to address our issues positively. (Our next get together is May 16, see page 1.)

Recent challenges posed by government changes are adding to parent's concerns, and understandably so. A lot of people are being put out of work, and if this includes you, I understand your anxiety. For you, finding a job poses a bigger challenge than how much speech therapy your child will be getting next year. The majority of parents are not affected in so direct a way, however.

Most of us are just trying to sort reality from rhetoric. And there is an abundance of the latter. In my opinion,

much of the 'bad news' is being propagated by the media (who need controversy to stay in business) and unions (who are first concerned about their jobs, not the welfare of our kids.)

It is, of course, wise to bring forward our concerns now, rather than reacting after the fact. A personal meeting with your MLA (see Tips submitted by Leila) is a good idea. Getting to know the staff and administration at your child's school is always worthwhile. If you cannot meet personally, write an encouraging letter. You will feel empowered by doing something positive for your child's education and other needs.

I hope some of our members will be appointed to the new School Planning Councils (SPC) by their Parent Advisory Committees. Each school will have a SPC comprised of the principal, a teacher and three parents. This SPC is mandated to prepare an annual school growth plan to be submitted to their school board for approval. School boards must consult with SPC's on the allocation of staff and resources, educational services and programs, and their new accountability contracts. Parents have long wished for more input into their schools -- here's our chance!

I discovered how even this opportunity can be given a negative spin. Representing CHHA at a recent meeting

By Janet Les

of special education advocacy groups in Vancouver, I heard discussed how probably the school principal would just rubber stamp this... how parents had no time to participate in something like this unless they were paid... how it wouldn't work to have 2 staff and 3 parents on this Council as they would always be at loggerheads... Talk about looking for trouble!

Executive members of CHHA Parents' Branch have frequently discussed our role in advocacy and what this should look like, without making any policy. One thing for sure, we cannot advocate for YOU if we don't know what your needs are. If you are having specific problems getting tests, equipment, therapy, teacher co-operation, or whatever... give one of us a call or email a note. We promise to listen and we may be able to help.

One of CHHA B.C. Parents' Branch principles is that by being strong advocates for our children, we teach them by example and encouragement to become advocates for themselves. I think we need to realize, too, that when our children see us worrying, contrary, fatalistic... it could rub off on them, resulting in poor self-esteem and ultimately diminished life opportunities. That's my view, anyway...

Conference 2002 Update

By Teresa Kazemir

Plans are underway for our 2002 CHHA-BC Conference. The dates are set for **October 25 and 26** at the Sheraton Guildford Hotel in Surrey (the same place as last year). We will have two plenary speakers Friday afternoon, a break to go get some dinner, and then a "Meet and Greet" Friday evening (with no-host bar and munchies), in response to many requests for time to socialize while the kids are busy in their programs.

Saturday promises to be an action filled day, with three sessions designed for parents as well as a third plenary session. Lunch will be provided on Saturday, and the children will be performing for us once again.

Teresa Lonn is busy planning our popular "Kidz Konnection" again this year, for kids from ages 6 to 12, as well as a youth program.



We will not be offering "Kiddie Kare" this year (ages 5 and under), due to shortages of manpower. If you are interested in taking on this job, please contact Teresa Lonn (604 533-9878).

Topics this year include: acoustic qualities of BC classrooms; social interactions between hard of hearing children and their typically hearing and hard of hearing peers; processing speech; and the effect of hearing loss on siblings. We also hope to arrange a representative from the government to help us make sense of all the recent and upcoming changes to funding and services in B.C.

Registration forms will be mailed out to CHHA members in August as well as being included in our September newsletter, so book October 25th and 26th on your calendar and we hope to see you all in the fall!!

Kidz Konnection page...

If I could change the world...

Thank you Rosalind Ho for sending us her speech presented at the Optimist Communication Competition for the Deaf and Hard of Hearing in April. This annual event is held at Burnaby South Secondary -- contact their staff for information.

Good morning everybody. The topic of the contest is "If I could change the world." If I could change the world, I would try to make it easier for deaf kids to learn to read and write.

Most deaf kids communicate in sign language. The grammar of American Sign Language, or ASL, is very different from the grammar of the English language. Also, ASL is a visual language and has no written form. Being fluent in ASL doesn't mean that one will be fluent in English as well. The English language is like a second language to deaf kids.

Hearing kids can hear; and listening in to conversations around them and watching TV programs help them learn English. But deaf kids can't hear. So they can't pick up words by listening to conversations around them or by listening to the characters on "Sesame Street" or "Mr Dressup." Not all TV programs have closed captioning. Also hearing people sometimes speak too fast, or too slowly, or too loudly, or too softly. Noise in the environment makes it even harder for deaf kids to pick up English in a natural way.

If I could do something to help improve the literacy skills of deaf kids, I would like to suggest the following to parents of deaf children. Little kids are, by nature, interested in picture books and stories. Parents should start reading stories to their deaf children as early as possible in life. The earlier, the better. Also, parents could take their young deaf children to the story time at a public library. They can borrow the same book from the library and read it at home with their deaf child to make sure that the deaf child can understand the story.

There are also some inexpensive ways to help a young deaf child learn to read. Words and pictures could be cut out of the Safeway or Save-On flyers that are always arriving in your mailbox. With the words and pictures, parents could use them to teach a deaf child how to read. Sometimes, newspapers have safe, simple, and easy-to-do recipes that a parent and child could do together. A deaf kid could read the words and connect them to the ingredients being used in the recipes. Also, the same idea would work for taking a deaf kid along on a shopping trip, showing him or her the shopping list and having him or her help to pick out the groceries.

Most TV programs, videos, and all DVDs filmed these days have captioning. Some movie theaters just

Calling All Kidz!

CHHA - Parents Branch Newsletter is devoting a page just for you. That means we need stories, jokes & cartoons from you to fill this page. Help us make it a success by contributing your own work. Send by mail to **Janet Les, Editor**
10150 Gillanders Road; Chilliwack, BC
V2P 6H4 Email janetles@canada.com

started providing captioning, for example the SilverCity at Metropolis in Burnaby. That should encourage more deaf kids to go and see their favorite movies. Captioning makes a huge difference in a child's understanding of a movie. When a TV show, video, DVD, or movie has captioning, a deaf kid can read the words instead of just trying to guess what's going on. I would like to start a petition, asking all movie theaters in the Lower Mainland to provide captioning service. I would also try to convince them that it makes good business sense to have captioning, too.

If all or some of my suggestions come true, then deaf kids will have a better chance to learn and understand the English language. They will be one step further along the long and difficult road to learn to read and write.

Thank you very much, everybody, for listening to my presentation.

Rosalind Ho is 13 and a Grade 8 student at Burnaby South Secondary School.

How I Feel... By Nicole Manuel, age 12

Having a hearing aid has been a challenging experience and having other people who have gone through the same things has helped me so much.

I was born with a mild to moderate loss in my left ear and a mild loss in my right ear. I learned to lipread and speak without the help of a hearing aid. Then my brother Luke was tested positive for a mild to moderately severe loss in both ears. My mom had me tested for four years and they never found my hearing loss until then, I was 8 years old.

In grade four I got my FM and found myself feeling overtired and getting headaches. My mom then told me she was taking me to a conference with other kids who were also hard of hearing. I was filled with excitement but was nervous just the same. But as soon as I walked in that room I found that everyone treats you kindly and that you feel so at home. Kids Konnection is great and I have learned so much about myself. I look forward to it every year

Parent to Parent...

Please send us your news/ideas for this page...

Our Disneyland Experience

By Teresa Kazemir

Our family went on a trip to Disneyland in California this past fall. Needless to say it was a great success and the kids (ages 4 and 6) had a wonderful time. When we were first planning our trip, we noticed on Disneyland's website that they offered assistive listening devices, which could be used at certain attractions. Although our son Jesse manages quite well with his bone conduction hearing aid, we decided to take advantage of the service and try it out. Borrowing the device was very straightforward (we just left a Visa imprint as a deposit). We found that it wasn't really necessary for Jesse, as the attractions were generally well amplified and in fact quite loud, but there was very little hassle and I would recommend it for other children who may require more assistance.

We were also pleasantly surprised by the number of employees who signed. We sign a little with Jesse when it is noisy or if we are a distance apart outside, but he is an oral kid. However, as soon as an employee noticed Jesse's hearing aid or saw us sign, they signed to him or informed us of the nearest employee who had his sign language training (they offer a course to their employees, after which the employee's name tag will have a sign language symbol on it to indicate they have some basic skill in this area). Minnie Mouse and Mickey Mouse and a few other characters signed to us as well. We didn't always understand what they were saying (the stuffed gloves and lack of facial expression made it a little tough to read!!) but really appreciated the effort.

All in all, we were impressed with the inclusive atmosphere, and had a great holiday!!

Video Captioning

Advocacy idea shared by Deb Sherwood

I e-mailed Canadian Geographic because their new video "Sacred Places: Canada's National Parks" wasn't captioned. Here's their response:

Hello Deb,

Thank you for your e-mail inquiring about captioning on CG videos. At present we do not provide this option on our line of videos nor on those we sell on behalf of other production firms. Your e-mail, however, has prompted an investigation into the possibility of offering a captioned version.

The television shows that the videos come from are produced by a third party production firm and I will have our merchandise co-ordinator start the process of seeing what's involved in making captioning a reality on the videos.

Thank you for your suggestion.

Maureen Ogilvie, Director of Consumer Marketing

Tips for lobbying your MLA

Submitted by Leila Lolua

Personal meetings:

- Face-to-face contact is the most effective way to communicate your viewpoint, yet it can be the hardest to arrange. Politicians may represent many thousands of people, and your request may be only one of hundreds. Be patient; don't get angry if you are refused. The people you contact may be influential to your issue in the end and rudeness will only make them less sympathetic.
- Write or phone for a specific appointment indicating who will be attending and the reason for your visit. Indicate how much time you will need. Have a small delegation (of at least two or three members) prepared to go to the meeting.

If you can arrange a meeting with a politician, remember the following points:

- MLAs should be visited in their constituency offices by members who live in their riding.
- You should decide among yourselves what you want to say, what questions you want to ask and who will take notes. You may want to assign each of the questions to members of the group.
- The more organized you are before you go, the more lobbying you will get done and the more focussed you will be. You won't come out feeling like you didn't get to say what you wanted to say.
- Present your key points simply, without exaggeration or excessive elaboration of detail. If politicians require further information they will let you know. Make your goal to give the politician enough understanding of the issue to make an intelligent decision.
- Leave a written outline of the key issues or points with them to which they can refer.
- At the meeting ask the politician for a statement of their position. Since this will usually be met with a response of "I'm still studying the issue", the group should press for another meeting after the politician has had time to make up their mind on the issue.

Don't expect an instant response or result, as most politicians have learned from experience to avoid impulsive behaviour.

COCHLEAR IMPLANT PARENT GROUP *By Mary Li*

The first-ever B.C. cochlear implant parent group was held at Sunnyhill Hospital on Monday, April 8. Adults were able to chat together while the kids were entertained in a separate area. Almost 40 people attended the evening, which was full of interesting discussions, unique stories, lots of food and lots of fun!

All families indicated that they would like to meet on a regular basis so we are hoping to meet about once every two months. Any families who have implanted kids or those who are considering implants are very welcome to attend.

Our next meeting will be held on Monday, June 10 at 7pm in the gym at Sunnyhill hospital. For further information please contact Sarah Lecky (604-986-1466) or Mary Li (604-945-0477).

Newborn Hearing Screening

The Hearing Foundation of Canada has produced an excellent 9 minute open-captioned video, *A Parent's Guide to Newborn Hearing Screening*, along with information brochures. We have two copies of the video and a supply of brochures which can be used for presentations or order your own copy from The Hearing Foundation, 1-866-HEAR YOU
email: info@hearingfoundation.ca

As parents of children with hearing loss we have personal knowledge and experience of the importance of early detection and communication. 6 out of every 1000 babies are born with a hearing loss; for one of these babies, the loss will be profound. Hearing loss is the most common congenital condition for which screening is available. Let's help promote Newborn Hearing Screening!

**One
Simple
Test
Could
Change a
Child's
Future**

Changes due to new government... *Compiled by Janet Les*

Please help keep us posted: We welcome further information...

B.C. Hearing Aid Program (BCHAP)

Hearing aids and accessories are no longer sold through BCHAP. They are now available, or soon will be, for purchase at public health audiology/hearing offices. Public health hearing clinics will continue to provide hearing testing and services, and honour warranties on hearing aids bought through BCHAP.¹

Ministry of Education Funding Allocations

Most specific program and service level funding has been merged into a basic allocation per student. However, specific program funding for children who are "deaf/hearing impaired" will continue. This "Level 2" funding will be \$15,000 per student, subject to actual enrolment, for the 2002/2003 school year. (This is increased from \$12,460 in 2001/2002.)² To qualify for this funding a hard-of-hearing student must have a diagnosed hearing loss, be receiving regular services from a TDHH, and have an IEP.

FM Systems

The Ministry of Education will continue to provide funding for FM systems. They will no longer be managed through the Ministry Auditory Training Equipment program but services will likely be maintained through a non-governmental agency.³ How this will be structured is not yet finalised but school districts have indicated their desire for a centralised program. Most health regions are committed to providing the same level of service with regards to FM systems. To the student the changes should not be noticed.⁴

Accountability

Bill 34, School Amendment Act, will require school boards to enter into accountability contracts with respect

to improving student achievement in their district. The Ministry is putting huge emphasis on tying accountability to results rather than processes. Performance audits will replace compliance audits. Boards are expected to address the special needs of students according to the Ministry's *Special Education Service: A Manual of Policies, Procedures and Guidelines*⁵. Although the funding system has changed, the obligations placed on school boards to address the special needs of students have not changed.⁶

Service Cuts

School boards across the province have had to cut staff positions and services in order to cover salary increases and still balance their budgets. In some districts, the amount of TDHH time for the next school year is known, but teaching assistant availability is generally not clear at this point.

Provincial Resource Programs

Provincial Resource Programs such as the B.C. School for the Deaf, Uplands, Oral Program, etc. are separate from school districts. They have not received definite information yet (expected by June 1) but expect reductions in funding.⁷

Education of children with hearing loss will undergo much change in the near future, apart from economics. Almost all parents who have a child diagnosed with a severe to profound hearing loss are now choosing cochlear implants for their children, which will have obvious implications for the use of sign language and provincial resources programs.⁸ No doubt about it, we live in changing times!

¹ Fraser Health Authority, "Fact Sheet", April 3, 2002.

² Ministry of Education, "2002/03 Operating Grants Manual", page 4.

³ Van Gorp, Dr. Susan, "News from the Outreach Office", CAEDHH-BC Forum, March 2002

⁴ Coelho, Joe, personal conversation, April 30, 2002

⁵ <http://www.bced.gov.bc.ca/specialed/ppandg/>

⁶ Dossdall, Emery, Deputy Minister of Education, letter to Special Education Advocacy Groups, et al; April 23, 2002

⁷ Van Gorp, Dr. Susan, personal conversation, April 30, 2002.

⁸ Van Gorp, Dr. Susan, CAEDHH-BC Forum, March 2002

GROWING UP WITH A HEARING LOSS

*By: Dana Brynelsen- Provincial Advisor
Infant Development Program of BC*

My own experiences living with an undiagnosed and then 'untreated' hearing loss for thirty years have made me acutely aware of the importance of early detection.

Although I spoke from an early age, my grandmother became worried about my hearing when I was an infant and pressured my mother to take me in for an assessment. My mother was very reluctant to do this. It is difficult for many parents to accept the idea that there could be something wrong with their child and my mother was no exception to this. However, my mother became concerned herself and we began the diagnostic process. Every year from the time I was three until I was seven, my mother and I would visit the Ear, Nose and Throat (E.N.T.) doctor. Every year my mother would say, "I am very worried about Dana's hearing" and every year the doctor would say, "Her speech is good. If she had a hearing loss, she would not speak as well as she does." When I was seven, during our annual office visit he put a sheet of paper in front of his mouth while speaking to me, and realised finally how dependent I was on 'reading' his lips. I was tested for the first time that day and diagnosed as having a sensorineural, moderate, bilateral hearing loss.

During this visit, my mother was advised by the doctor to consider hearing aids for me if my marks in school went down. At this point I was in grade two and was doing well, at least in terms of my marks. This advice from the doctor reflects the value in our society of academic achievement. There was no consideration for the multitude of other sounds that are important in life, birds singing, clocks ticking, wind in leaves, rain on pavement, conversation across a room, friends laughing, music. Unfortunately for me, my marks in school did not go down. There were many sounds that I did not hear until I was in my late twenties and purchased my first hearing aid.

It is understandable to me now why we never discussed my hearing loss. The stigma attached to any disability is strong so there is a natural reluctance to deal with it. Hearing loss is an invisible disability, there are no visible reminders that a person can't hear. There was no professional support to my parents to help them understand what the loss meant for them as parents or for me as a child. None of us knew what a 50-60 dB loss meant. I certainly didn't. As far as I was concerned, my hearing was 'normal'. I had no idea what or how other people heard so I had no basis for comparison.

I went to school as a 'hearing' child in a hearing world. The problem was that I was not a 'hearing' child; I was a 'hard of hearing' child. Although there were some advantages to never wearing a disability label, I wore lots of other labels in school that were much more negative and were directly related to my hearing loss. I was 'naughty', 'talked a lot', 'erratic', 'rude', 'disobedient', 'inattentive', and a 'clown'. My report cards are filled with comments such as 'Dana must learn to pay attention in class'. Because my marks in school did not 'go down', my parents and teachers did not associate my behaviour with the hearing loss.

Many hard of hearing children display similar behaviours. For myself, I think it partly related to the energy required to

follow a conversation, particularly a teacher at a distance blackboard; the embarrassment of responding wrongly; the relief at being able to turn that into a comical exchange, to the delight of the class and anguish of the teacher. I was the happiest and, I suppose, most secure when I was talking and in control. When others were talking, chances were high I would miss part or all of what was going on in class. Some children become passive and withdrawn in response to situations like this, others like myself 'act out'.

By the time my parents realised that my behaviour might be a result of my hearing loss, I was a teenager and no force on earth could convince me to try a hearing aid. 'I am just fine, thank you very much'. This attitude stayed with me until I was in my late twenties and purchased (under coercion by friends) my first wonderful, wonderful hearing aid.

Today, children with hearing loss and their parents are less likely to have the experiences that I did. Disability has come a little further out of the closet and there are supports for families that were not there in earlier years. Audiology assessments, electronic improvements in hearing aids, FM systems, speech therapists, teachers of the deaf and hard of hearing and more knowledgeable classroom teachers all contribute to better management of a hearing loss. The existence of these services, however, does not necessarily mean that all will go well.

Professionals too often dismiss parental concerns. Routine universal screening is not available for young children in BC. Children with mild and moderate hearing losses are often not diagnosed until school age. Children with more severe hearing loss are missed too and lose the most precious months and years for their language development. For some children hearing aids may be fitted but their use not encouraged because 'the child manages so well without them'. Hearing aids are not covered by our medical plan and some families cannot afford to pay for them. Speech therapists have long waiting lists or are available only for assessment. Classroom teachers working alone may not solve the behaviour 'puzzles' presented by a hard of hearing student and teachers of the deaf and hard of hearing, in short supply in many school districts, may not have the time to do the team work necessary to ensure good outcomes for students. In every one of the above areas, parents must seek out professionals and, in some cases, work hard to persuade them that help or more help or different help is needed.

We can do better in this Province. And we have the necessary expert knowledge and skills to do better. We need the concerted will across many sectors, however, to bring about the changes we need to make to our systems to ensure that every child with a hearing loss and their family has access to early identification, service and support. From my perspective as a hard of hearing person, improving a child's ability to hear and to comprehend his or her world is one of the most important contributions we can make to the child and his or her family. It isn't enough to say we 'can do better', we must do better.

NOTE: This article is condensed from one Dana wrote some years ago for the IDP News Journal. The complete story is available from Janet Les (see page 1)

Getting ready for High School...

The Hearing Resource teachers in Burnaby have developed many strategies to help hard of hearing students have a smooth transition from elementary to secondary school. During the intermediate years in elementary school hearing resource teachers concentrate on developing the following skills in their students:

- 1. Speech and Language skills:** Development of their vocabulary and figurative language skill, including use of idioms, expressions, and slang. Work on developing the student's social skills and ability to participate in conversations with their peers. Develop the student's auditory and speech skills so that their speech is intelligible, help the student develop the attitude that they are responsible for making their speech understandable to their teachers and peers.
- 2. Social Skills:** Help the student to develop good social skills, including the ability to participate in conversations with their peers. Students also need to learn to listen to the opinions of others, know how to make friends, and develop the ability to laugh at themselves and have fun.
- 3. Organization and study skills:** Develop the student's skills in using an Agenda planner consistently and appropriately. Develop good study habits, including how to write essays, study for tests, use a dictionary and thesaurus and use a word processing computer program competently.
- 4. Reading and Writing skills:** Develop the student's skills in reading comprehension, note-taking, and organizing information presented orally. Develop the student's skills in writing paragraphs of all types (descriptive, expository, imaginative, etc.); improve their skills in summarizing information presented orally and from their reading.
- 5. Social Awareness and World Knowledge:** Discuss subjects of interest to teens (friends, dating, make-up, drugs sex, AIDS, etc.). Encourage students to read a newspaper and be aware of world events. Develop the student's ability to discuss these issues.
- 6. Social Emotional Development:** Encourage students to develop their talents and skills to their potential. Develop self-confidence in the student by highlighting their positive qualities and specific talents. Encourage students to be motivated and interested in others and their environment.

During grade seven specific skills and activities are emphasized to facilitate the student's transition to high school. These include:

- 1. Social /Emotional skills:** Provide opportunities for the hard of hearing student to meet other hard of hearing students who are the high school they will be

attending. Arrange meetings between the student and the secondary Hearing Resource teachers. Develop a social network of hard of hearing students for the student making the transition to high school.

- 2. Advocacy:** The hard of hearing student needs to be able to explain his/her hearing loss adequately to others. They also need to be able to discuss what helps them in class; how their hearing aids and assistive listening device (e.g. Free Field, FM System) work and how they help them. Students should feel comfortable initiating conversation and discussing their hearing loss with their teachers.
- 3. Technology:** Hard of hearing students need to be comfortable using e-mail and chat lines, especially when telephone use is difficult for them. They also need to be committed to using their equipment (i.e. hearing aids, Easy Listener, FM System) effectively and responsibly.

*Reprinted from CAEDHH BC Forum, March 2002
Sheila Casselton, Geryl Woodrow, Bev McKenna
Hearing Resource Teachers, Burnaby School District #41*

Captions in B.C. Movie Theatres

Famous Players Theatres is installing "Rear Window Captioning" in selected movie theatres across Canada. This technology will be available in BC at the following locations

- SilverCity Tillicum, Victoria
- SilverCity Riverport, Richmond
- Colossus, Langley
- SilverCity Metropolis, Burnaby

Here is some basic info:

- Only one movie screen at each theatre will have the equipment, including 20 acrylic reflectors (that means up to 20 users watching the movie)
- Check the website at www.famousplayers.com, newspaper or call the theatre to make sure the movie you want to see has captioning. Look for the symbol: RW[®]C/ DVS[®]
- You cannot reserve ahead of time and you pay the same price. When you buy your movie ticket, ask for a plastic reflector; it fits into the drink holder attached to your seat
- You can sit in any seat you prefer, then adjust the reflector to your comfort angle. For you, it will look like there are captions below the movie screen but people without a reflector will not see any captions

Let's hope this technology is a great success! If you like it, make sure you tell the theatres that you want MORE!

Thanks to the Family Network for Deaf Children for this information!



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

Name Birthdate

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

May is Speech and Hearing Month

Get together with another family, or your audiologist, SLP... and help promote awareness about speech, language and hearing in your community.

Here's some suggestions:

- Write your child's story and submit it to the local newspaper, school or church newsletter, CHHA...
- CASLPA has promotional placemats, magnets, bookmarks, etc which you can purchase and distribute in your community...
- Do a presentation to your child's class or another class in his/her school about hearing loss...
- Set up a table at the mall or supermarket: show a video, supply information re: CHHA Parents' Branch...
- Write a letter to the Editor on a hearing related topic, or a thumbs-up to someone special who has a hearing loss...
- Distribute foam hearing protectors at a noisy event such as a logging show, air show, rock concert...
- Attend CHHA - BC Parents' Branch May 16 parent evening...
- Organize a communication poster contest in your child's class/school...
- Offer to be interviewed for local Cable TV or radio talk show, together with your audiologist, TDHH or SLP...
- Help your child submit a poem, autobiography, essay to local media...
- Organize a fundraiser for your CHHA- BC Parents' Branch or another such worthy cause!
- Your ideas?

Feeling like you need help? Call us!