

Come to our Spring Workshop...

"Parents Supporting Parents" with Susan Lane

Executive director, BC Family Hearing Resource Centre

Susan will share information about typical concerns and questions that parents have at various stages of their child's life. She will also discuss and demonstrate ways parents can be most effective when offering support to other parents. Please come and join in on the discussion.

Thursday, May 20 - 7:30pm

B.C. Family Hearing Resource Centre - 15220 92nd Ave, Surrey, BC.

To register, call Nicole Grazier at (604) 946-2966

* Tea, coffee and goodies will be provided *

Still time to reserve your camp-site



Second Annual family camping weekend - July 23 to 25

Monck Park Provincial Campsite - on Nicola Lake

See page 4 for all the details... and contact information...

Mark your Calendars for the CHHA Family Picnic

Where: Bo & Teresa, Nolan & Nathan Lonn

20058 Fernridge Crescent - Langley (22nd Avenue off 200th Street)

When: Saturday August 28, 2004 - 4:00 pm to 9:00 pm

Potluck Picnic Supper at 5:30 pm. Let Teresa know what you are bringing. The Lonn's will provide hamburgers and hotdogs. Bring the whole family for games, food and fun! (Bring lawn chairs and extra clothes for the kids)

RSVP: Teresa Lonn by August 20 at 604-533-9878 or lonns@primus.ca

EDITOR: Unless you are on our email list THIS IS YOUR ONLY NOTICE! Don't miss this popular annual event - Good time guaranteed!

CHHA - BC Parents' Branch "FAMILY WEEKEND"

Parent sessions, Teen Konnection, Kidz Konnection, Kiddie Care

- ALL at the beautiful new Surrey Family YMCA

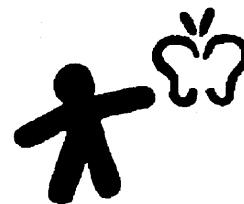
Registrations accepted now for October 22, 23 2004

Information brochure enclosed - more copies available

EVENTS CALENDAR

May 20	Spring Workshop with Susan Lane at BCFHRC
June 25-29	AG Bell convention - Anaheim, CA www.agbell.org
July 23 - 25	Family Camp - Monck Park at Nicola Lake, Merritt
August 28	Family picnic - hosted by Lonn family
Oct 22, 23	CHHA Family Weekend, AGM, children's programs...
June 3 - 6 2005	NATIONAL CHHA conference - Kelowna

May 2004



Canadian

Hard of

Hearing

Association

B.C.

Parents'

Branch

Mailing Address:

c/o Janet Les, Editor
10150 Gillanders Rd.
Chilliwack, BC V2P 6H4

Phone: 604-794-3772

Fax: 604-794-3960

Email:

janetles@canada.com

Web page:

www.CHHAparents.bc.ca

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

President's message. . .

May is Speech and Language Month. Mark the Parents' Branch Spring workshop- May 20th at the beautiful BC Family Hearing Resource Centre - on your calendar. Even if you think you won't learn anything, come to share what you've learned with other parents. Parents are a valuable resource for each other. Even if you think you're too tired, make the effort to attend and you might find that your energy level grows. Thanks to Susan Lane for sharing her expertise with us, and to Nicole Grazier for taking the lead role to organize this event.



How can you read Hamish Plommer's enthusiastic description of the Family Camping Weekend and not want to start packing your tent? It was so much fun last year, and Monck Park truly is one of the jewels in BC's Provincial Park system. Don't even think twice about coming. Say it's for the kids, but really plan to recharge your own fun quotient. Cheers to Hamish for spearheading the camping weekend from his home in Kamloops.

Teresa Lonn and family are graciously hosting a BBQ in August again this year. Please RSVP and plan to have an enjoyable time meeting new families, and reconnecting with friends, too.

Janet Les is sharing her awesome coordinating skills to organize the October Family Weekend, with help from the planning committee.

Many of you are on the Parents' Branch email list that is maintained-with our thanks- by Cathy Higginson from her home in Smithers. Add your name to the list by contacting Cathy at higgy@uniserve.com.

Joyce Stowell, a Kelowna parent, will be helping to organize the kid's program of the CHHA National conference in Kelowna in May 2005. We will be sharing our ideas and energy with Joyce and Leslee Scott to plan an outstanding conference. Many thanks to Joyce for volunteering.

The Parents' Branch has been nurtured to slowly increase the number of people who get involved, each doing a discrete task, some taking a larger role than others. Everyone's contribution is valued; together we are stronger. Get involved. Let's keep this Branch healthy.

Leila Lolua

Advance notice!

Next year, the National CHHA Conference will be held in Kelowna, BC - June 3-6 2005.

More information will be forthcoming when it is closer to the date. Joyce Stowell, Parent rep
2005 conference committee

Fund Raising (everyone's favourite topic!)

- ➔ CHHA – BC Parents' Branch now has our own charitable tax number. Donations over \$5 will receive a tax receipt – any amount welcome!
- ➔ United Way payroll donations can be directed to us – please inform your friends and family.
- ➔ Every dollar we receive is spent in direct services to families of children with hearing loss: camp, conference, newsletters, workshops... We have no overhead or administration costs!
- ➔ Rather than give to services for the deaf and hard of hearing through telemarketing, please give directly to us!

THANK YOU TO OUR 2003 DONORS!

BC Children's Hospital
Jeremy Chiao Foundation
Brian & Lynn Claridge
Walentyna Karcz
Steve & Teresa Kazemir
Nicole Kedge
Kwantlen University College
Corney & Janet Les
Leila Lolua
Bo & Teresa Lonn
Ken & Jaime Mulligan
Bob & Deb Sherwood
Willy Terpstra

A Tribute to parents...

“We as professionals come into this field of hearing impairment knowing stuff. We make the choice. Parents come in as total amateurs and, unlike us, they didn't choose the domain but they are faced with the reality of a great deal to learn. The professional is able to walk away from the problem. . . but this is a luxury never afforded to parents.

The professional may have only one client to deal with. Parents have got to deal with all their children, not just the child with the hearing loss. And they have got to deal with their own mourning as well as the different stages of grieving and acceptance among all the siblings, grandparents, relatives, friends and neighbours.

Parents find themselves stuck with this newly created and unasked for job of public awareness, public relations and advocacy – and they do it very well. I remember telling [a mother] that I thought she was just a remarkable parent and she said, ‘I don't want to be. I just want to be an ordinary Mom.’ That taught me a lot.”

From address to parents by Toronto therapist and author Warren Estabrooks, VOICE conference 2003 as quoted in Sound Matters.

Parents and Kids Share . . .

Yacker Tracker! By Teresa Lonn

If "PLEASE QUIET DOWN" is an all-too-common-phrase in your classroom, the Yacker Tracker is just the tool you need. I bought one for Nolan's classroom and it certainly got his classmates' attention when their chatter got too loud. A siren went off!

The 16" high traffic light is an adjustable sound meter. The green light stays lit as long as classroom noise stays below your chosen level. When students start to get too loud, a flashing yellow light warns them to quiet down. If noise reaches 20 decibels above the setting you've chosen, the red light goes on and a siren sounds. The siren can be turned off if desired. Yacker Tracker is an effective and fun way to keep classroom noise at a consistently acceptable level.

You can order the Yacker Tracker through Premier-Sax, Unit 200, 5510 – 268th Street, Langley V4W 3X4 or Order Toll Free at 800-775-4051 or Fax 800-775-0353. Order Number is 312-821M....Cost \$56.99 plus tax.

Visit Premier online at www.premier.ca

Stash and Dash by Jamie Mulligan

The story begins on a drive home from the Surrey preschool to Riana's other pre school in Maple Ridge. Eating her lunch in the van, Riana was tired and bored. She had no interest in playing with her toys in the van so Riana starts taking her cochlear implant apart. I'm not realizing that she's doing this. She takes apart the microphone, cords and all, then throws it in the back seat.

We finally get to the other pre school and I'm trying to look for all the parts. Riana is hiding in the corner knowing that I am upset. I find everything except the microphone. I take her into class and tell the teacher that Riana won't be at class today, she has no "listening". The teacher says leave her at school anyway.

I go home and look to see if I can find it. I call Ken and tell him what happened and he said "I'll come home and help you look". We looked and looked and couldn't find it so I went back to pick up Riana at school. We came home and about 15 minutes after being home I told Riana to go to the bathroom. Riana asked for my help and while undoing her pants Ken walked by and said. . . "look down!". When I looked down there was the microphone, Riana had put it down her pants in the van.

The moral ...It's never where you think it will be!

Recommended website:

The Site of the Month in January 2004 'REVIEWS of the VERY BEST' Speech-Language Pathology related sites. Check out www.caslpa.ca

This is called "Nolan's Waffles"

My mom, my brother Nathan and me went to visit my Grandma in Vernon on Spring Break. On our way home I sat in the backseat and Nathan sat in the front. All of a sudden Nathan was turning around at me and he was talking fast:

Nathan: "Nolan! Look at the waffle!"

Nolan: "What?"

Nathan: "Look at the waffle!"

Nolan: "Waffle..What are you talking about? I don't see any waffle."

Nathan (talking slower): " I didn't say Waffle! I said, Look at the waterfall!"

We all laughed! It was very funny! Mom said I should put it in the CHHA newsletter.

Submitted by Nolan Lonn

What the world is like with Hearing Aids off.

Silent, Empty

Maybe my battery is dead?

Mom!

Oh great. We don't have any more.

How much longer do I have to be like this?

I hate this.

I jump at every sound, afraid to speak in case I am too loud.

There is one language that I can use.

Sign Language.

My hands and fingers fly when I find my Mom.

"Where the b-a-t-t-e-r-i-e-s? No in the c-u-b-o-a-r-d!"

She signs back: "O-o-p-s! I forgot! We don't have more."

Oh well. Sign Language is my only way out.

Uh-oh. My sister. She's not so fluent.

Reading her lips, she wants to play with me.

I dare to speak. "We don't have any more batteries."

She slowly forms the letters "o-k" in response.

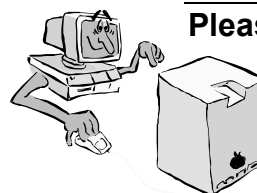
I find my dad at the computer.

Tapping him on the shoulder, I sign "Help. My b-a-t-t-e-r-i-e-s are dead.

He signs back. "Mom will go and get some."

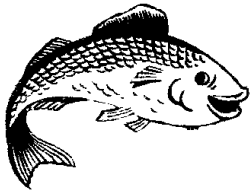
Yay! My temporary deafness is almost over!

By Kelsey-Anne Hampson



Please notify us of change of address!

Did you receive our newsletter by mail in the past and are now receiving it from your child's teacher? Please help us keep our records current! Thanks!



Kids who are hard of hearing and their families
Are Coming From Far and Wide
For a
Camping Weekend at Monck Park

- Where?** Monck Park is a Provincial campground on Nicola Lake, near Merritt.
When? The nights of July 23 and 24 (Friday and Saturday nights)
Cost? \$50 per family for two night's camping
Who's coming? 10 families have already signed up as of April 25
Is it too late? No! We'll try and reserve three extra spaces for last minute people

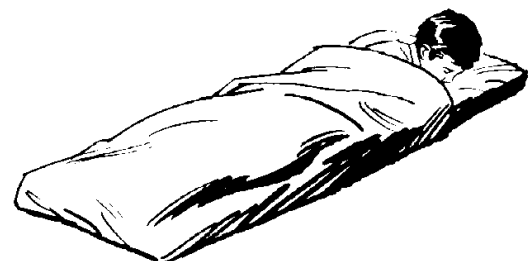
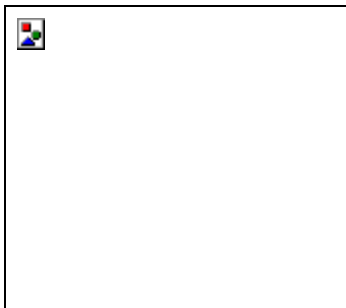
Why should we attend?

The waterskiing, the games, the networking, the sun, the food, the water, the ghost stories, the general chaos, the need which hard of hearing kids have to meet other kids who are hard of hearing, the need which "hearing" siblings have to be part of whatever is going on, the world cup of kids vs. parents soccer, the need of parents to lie around like beached whales reading poor mystery novels, the remembering of the fact that burnt marshmallows are what makes the world go around.

etc. etc.

How do I get more information or sign up?

Contact Hamish Plommer at;
Hplommer@telus.net
#12 – 1697 Greenfield Ave., Kamloops, V2B 4N5
Evening Phone: 250-554-9616



Council of Service Providers

By Teresa Kazemir

I have been attending meetings of the "Council of Service Providers" on behalf of Parents' Branch for the past year. The Council of Service Providers is

"a coalition of organizations whose members serve d/Deaf, hard of hearing, deafened, and d/Deaf-blind persons in BC. Through the sharing of information and expertise, we will strive to improve services, to engage in advocacy and public education, to develop best practice guidelines, to collect quality data and to inform policy and legislation."

It's very exciting to see individuals with very different perspectives and experiences coming together for this common purpose. Member organizations include CHHA-BC, Greater Vancouver Association of the Deaf, Family Network for Deaf Children, Deaf Children's Society, Vancouver Oral Centre, B.C. Family Hearing Resource Centre, Sunny Hill Health Centre, B.C. Provincial School for the Deaf, Western Institute for the Deaf and Hard of Hearing, Canadian Deaf-Blind and Rubella Association, Provincial Services for Deaf and Hard of Hearing, and a few others...basically anyone and everyone who plays a role in providing services for people with hearing loss. Because of the diversity of this population, we are dividing into small groups which will focus on varying topics such as early identification and intervention, access, employment, education and literacy, mental health, etc.

I will be a part of the focus group addressing "Strengthening Families and Communities." Hopefully this Council will be successful in improving services for our children in B.C., now and in the future!

Why a Bee?

Author Unknown

Once upon a time the animals had a school. They had four subjects: running, climbing, flying, and swimming-and all animals took all subjects.

The duck was good at swimming, better than the teachers in fact. He made passing grades in running and flying, but he was almost hopeless in climbing. So they made him drop swimming to practice more climbing. Soon he was only average in swimming. But average is OK, and nobody worried much about it except the duck.

The eagle was considered a troublemaker. In his climbing class he beat everybody to the top of the tree, but he had his own way of getting there, which was against the rules. He always had to stay after school and write, 'Cheating is wrong' 500 times. This kept him from soaring, which he loved. But schoolwork comes first.

The bear flunked because they said he was lazy, especially in winter. His best time was summer, but school wasn't open then.

The penguin never went to school because he couldn't leave home, and they wouldn't start a school out where he lived.

The zebra played hooky -a lot. The ponies made fun of his stripes, and that made him very sad.

The kangaroo started out at the top of the running class, but got discouraged trying to run on all fours like the other kids.

The fish quit school because he was bored. To him all four subjects were the same, but nobody understood that.

They had never been a fish.

The squirrel got A's in climbing, but his flying teacher made him start from the ground up instead of the treetop down. His legs got so sore from practicing takeoffs that he began getting C's and D's in running.

But the bee was the biggest problem of all, so the teacher sent him to Dr. Owl for testing. Dr. Owl said that the bees wings were just too small for flying and besides they were in the wrong place. But the bee never saw Dr. Owl's report, so he just went ahead and flew anyway.

I think I know a bee or two, don't you?

Why English is hard to learn... (Does your child understand the multiple meaning of words?)

- 1) The bandage was wound around the wound.
- 2) The farm was used to produce produce.
- 3) The dump was so full that it had to refuse more refuse.
- 4) We must polish the Polish furniture.
- 5) The soldier decided to desert his dessert in the desert.
- 6) Since there is no time like the present, he thought it was time to present the present.
- 7) A bass was painted on the head of the bass drum.
- 8) When shot at, the dove dove into the bushes.
- 9) I did not object to the object.
- 10) The insurance was invalid for the invalid.
- 11) There was a row among the oarsmen about how to row.
- 12) They were too close to the door to close it.
- 13) The buck does funny things when the does are present.
- 14) A seamstress and a sewer fell down into a sewer line.
- 15) To help with planting, the farmer taught his sow to sow.
- 16) The wind was too strong to wind the sail.
- 17) After a number of injections, my jaw got number.
- 18) Upon seeing the tear in the painting, I shed a tear.
- 19) I had to subject the subject to a series of tests.

Cochlear Implants: Research Results

By: Teresa Kazemir

In March, Dr. Christine Yoshinaga-Itano of the University of Colorado-Boulder gave two very informative talks on Cochlear Implants for Children. I attended the first talk, in which she reviewed a lot of research about both early identification of hearing loss (mostly through newborn hearing screening) and cochlear implant research. Some of her main points included:

- Children who are identified early (at birth) and receive intervention promptly tend to have early language development (either orally or in sign) that is age-appropriate, regardless of level of hearing loss.
- Children with mild hearing loss generally achieve intelligible speech between 2 1/2 and 3 years of age, while children with moderate hearing loss and severe hearing loss generally achieve intelligible speech between 3 and 5 years of age.
- Children who were identified early *and* received a cochlear implant by around 12 months of age did extremely well with respect to both speech and language development (speech tended to gradually replace signs)
- Development of language skills in any modality (oral or sign) prior to the implant is very important.
- In the Colorado program parents of all children (including those who receive cochlear implants) are offered *both* sign language instruction and auditory-verbal therapy, as well as other types of intervention (parent support, auditory skill development, etc.).
- Doing cochlear implants on children any younger than 6 months of age is probably not a worthwhile goal, as the risk from anesthesia is greater at this age, and there is not enough time to get good behavioural information about the hearing loss and response to amplification.

I was not able to attend Dr. Yoshinaga-Itano's second talk, but I did receive her handouts, in which I discovered an excellent website by "Colorado Families for Hands and Voices" (www.handsandvoices.org). This website contains so many great articles, I couldn't decide which one we should ask for permission to reprint!! (but watch for one of their articles in the next newsletter!) There is some good information on unilateral hearing loss and "minimal hearing loss," an article on auditory neuropathy, another on the risk of meningitis in kids with cochlear implants, even an interview with Christy Smith of the reality T.V. show "Survivor." To find these and many other articles, look under "resources," and "articles of interest."

For more information from Dr. Yoshinaga-Itano's talks, look for an article written by Terry Parson Tylka, a Teacher of the Deaf and Hard of Hearing at the B.C. Family Hearing Resource Centre to be published in their upcoming newsletter (www.bcfamilyhearing.com).

Book Review

By: Leila Lolua

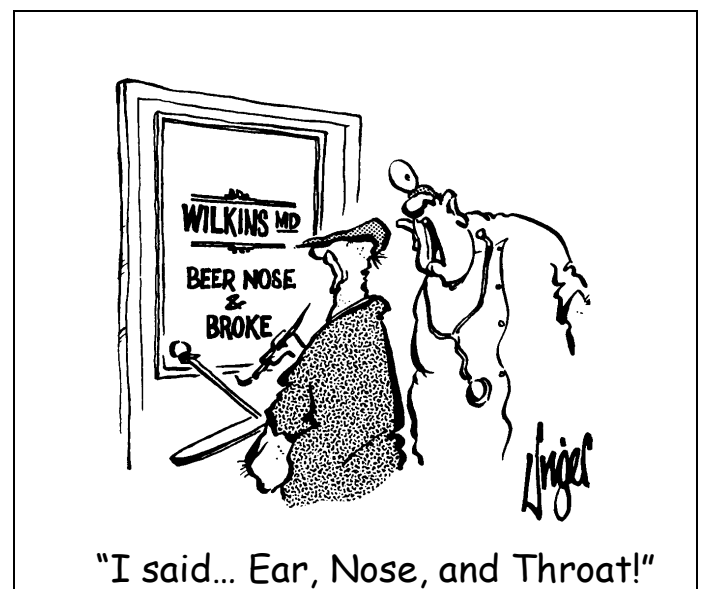
A Screaming Kind of Day
by Rachna Gilmore
illustrated by Gordon Sauve

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.



Participating in Classroom Discussion

- If possible have all students sit in a circle. This helps the hard-of-hearing student see his/her classmates' faces.
- Remind students to speak one-at-a-time. Set up a cue signal so that the hard-of-hearing student will know who is speaking.
- Encourage child to raise his/ her hand.
- Repeat comments made by students not facing the hard-of-hearing student.
- Point to the student who will speak next. Wait for the hard-of-hearing student to locate the speaker.
- Rephrase the message if the hard-of-hearing student does not understand it the first time. Some words and phrases are easier to lip-read or decipher.
- Wearing lipstick will enhance the speakers' lips and make lip-reading easier for the hard-of-hearing student. Facial hair blocks the lips and often makes lip-reading harder to decipher.
- Try not to talk while walking around the classroom. Otherwise it is hard for the hard-of-hearing child to focus on where the sound source is coming from.
- Write key words or phrases on the blackboard. Visual cues will help the hard-of-hearing student follow the discussion better.
- Do not assume that hard-of-hearing students understand phrases and words that are used as "slang" or idioms. Hard-of-hearing individuals are delayed in acquisition of idiomatic phrases because they learn concretely and must be taught the non-literal meanings of phrases. They do not simply pick up meaning from conversation. They may have never heard these phrases and they have trouble understanding them when the phrases are lip-read.
- Prior notification of due dates for homework, projects, and test schedules will help the hard-of-hearing child keep track of the classroom schedule.
- Give copies of the week's lesson plans to the support staff (i.e. speech/language therapists, resource room teachers) or to the student's parents. This will help the instructor or parent expose the student to new key phrases and topics that will be covered in class. This is especially important in subjects that are language-based, such as Hebrew language, history, or literature. This serves to pique the child's interest and lessen the boredom caused by the child not being able to follow the new subject matter.
- When the student has an oral assignment to present, have the student give a written copy of his/her exact words to the teacher prior to the presentation. This will help the teacher follow the presentation if the student's speech is unclear. If an interpreter is present, give the interpreter a written copy of the speech as well.
- New words are difficult to lip-read if the student has not been exposed to the vocabulary previously. Always give the hard-of-hearing student a written copy of new words and concepts prior to presenting it orally to the class. Putting the words in sentences is extremely helpful so that the hard-of-hearing student can approximate the key word through contextual cues.
- It is very difficult to lip-read and take notes at the same time. Even if the student wears an Auditory Trainer, the hard-of-hearing student will still miss some of the instruction and classroom discussion. Have the other students in the classroom take turns taking notes (or copying notes) for the hard-of-hearing student.
- A tape recording of the classroom discussion is often helpful. The parents can then transcribe the classroom instruction and discussion.
- A communication journal between the teacher and the student's parents is often helpful, especially in the lower grades. Writing in the journal daily, reduces the possibility of lost information and critical messages and information concerning the student and the class schedule can be conveyed.
- Hard-of-hearing students often tire after a long day of concentrating on listening, lip-reading, and/or following an interpreter. These skills take tremendous energy throughout the day. If your student tires, let him/her take a break and then return to the task.

B.C.C.H. Family Resource Library

The Family Resource Library is B.C.'s Children's Hospital's health science library for parents, youths, children, teachers, and caregivers. Available are numerous resources (books, videos, files, pamphlets) about children's and youth's well-being, disease, behaviour, growth and development. Anyone in B.C. can borrow free of charge, and they will mail materials to families outside the lower mainland. The web-site includes a searchable catalogue. Telephone: 604 875-2345 local 7644

Email: famreslib@cw.bc.ca

Website: www.cw.bc.ca

From "The Hard-of-Hearing Child in the Jewish Classroom," by Batya Jacob. For further resources, visit

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

