

2004 Family Weekend

Friday & Saturday - October 22 & 23, 2004

Surrey Family YMCA (Highway #10 near 152nd Street)

Fun and Learning for all ages

Presenters include Audiologist, Teachers, Therapists,
Parents, and Hard of Hearing Adults!

SOMETHING for EVERYONE!

Details enclosed - Hope to see you there!
Register by October 10 - Space is Limited

A.G.M. Announcement: The Canadian Hard of Hearing Association - BC Parents' Branch 7th Annual General Meeting will be held Saturday, October 23, 2004 - 11:00am at the Surrey Family YMCA.

Call for nominations: If you would like to let your name stand for a position on the Board, would like to nominate someone, or request information, please contact Secretary Teresa Kazemir at 604-552-2254 - Email kazemir@shaw.ca Board members are urgently needed.

CHHA Parents' Branch newsletter is **FREE** to all families with hard of hearing children in British Columbia. Printing and postage funding is gratefully received from BC Children's Hospital Family Support Group. Please call or write us to receive this newsletter directly rather than from your teacher.

We appreciate you notifying us of address or email changes. Thanks!

**Canadian Hard of Hearing Association
2005 National Conference will be in Kelowna
at the Grand Okanagan Lakeside Resort !**

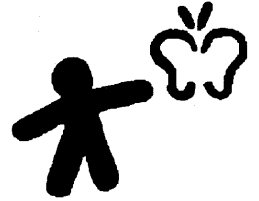
June 1 - 4, 2005

Program includes - Kidz Program, Youth Program,
Workshops, Tours, Trade Show, Silent Auction,
AGM, Awards Banquet...

**For information, call 1-800-263-8068 - Email
chha2005@chha.ca Webpage: www.chha.ca**

Early registration available for discount!

September 2004



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

Report from the Pres

Family Weekend

The big news on our radar is the first ever CHHA-BC Parents' Branch Family Weekend. Under Janet Les' awesome coordinating talents, this event will put into action all the reasons that this branch exists:

- ❑ Sharing information and lessons learned from parenting a child with a hearing loss
- ❑ Supporting families
- ❑ Learning from experts to help us help our children
- ❑ Providing an opportunity for children with hearing loss to interact with each other
- ❑ To have fun

Please plan on coming and bring your family with you.

Spring workshop

Susan Lane facilitated 'Parents Supporting Parents' in her knowledgeable and thoughtful manner. It gave me pause to think about why we do what we do, and consider how we could improve. This evening was organized by Parents' Branch member Nicole Grazier. Cathy Chow graciously assisted with logistics at the Family Hearing Resource Centre.

Second Annual Camping Weekend

Hamish Plommer organized the 2nd Annual Monck Park Camping Weekend in July. Stunning setting, great mix of families, and enough fun to ensure that we'll be going back next year. I especially appreciate that the hearing men (husband and son) in my family have this chance to interact with other families who also have a child with a hearing loss. It seems that it's often the moms who take a lead role with their child with a hearing loss. Camping is a wonderful way to interact with families who would otherwise have no chance to meet. I think it makes us all more aware of some of the issues, and better able to support each other.

Family Picnic

It's shocking, but our glorious sunny weather didn't last for the August picnic hosted by the Lonn family. We still managed to enjoy playing games and soccer, and of course good company and food. And did I mention it was fun, too?

Advocacy

Our resources are few, but we have serious work to do, too. Our group worked with others to successfully lobby for additional funding for cochlear implants in B.C. We need to advocate for Universal Newborn Screening, to make sure hearing loss is picked up as early as possible so that effective early intervention can be implemented. Make sure that you learn about issues that affect you and your child, and help to improve the path for those following behind us. Send a letter, write an email, get involved.



Early Registration Appreciated for FAMILY WEEKEND!

Please see enclosed brochure



2004 Monck Park Campout

by: Hamish Plommer

The Parent's Branch 2nd annual campout, at Monck Park on Nicola Lake was again a huge success! Eleven families attended, a few more than last year. The weather was perfect!

On Friday, the group gathered for a potluck at the Kazemir's campsite. Kids competed for the top spot on the big rock and raced around on bikes, avoiding the use of helmets whenever possible, and the mixing of adults seemed to come more easily than last year.

The ritual soccer game followed the potluck, and, as expected, age and experience paid off – and the kids were soundly thrashed. (Though someone else might have a different version of the truth). Kids, you've got to get up pretty early in the morning to beat those adults!

Lots of the socializing on Saturday centered around the beach. Nat Aitken says that socializing in the water was the best. Everyone was in the water, including John Cerny's 81 year old mother! Then there was bocce, soccer, frisbee, talking, whining, catching little fish (Kyle actually caught one but means to bring a net next time), sharing food, getting sunburned,an armada of inflatable toys stuffed with kids.

The centerpiece of Saturday night was Jesse's birthday party complete with singing, brownies, gifts (a "Behind the Ear Hearing Aid" pen!). Sorry kids if the walk home from the party might have been a little long!

Due to unforeseen or unknown circumstances the Down's, Ron Keay, the William's, and the Matheson's didn't attend. They were missed! But we hope that they can make it next year. And we hope that other families attend as well. As well as lots of new ones.

It is probably safe to say that there was quite a bit of interest expressed in having another campout next year. As Linda Campbell says: Monck Park isn't that big; so it enables a group like ours to pretty much stick together. A couple of families commented on the central location of Monck Park. It's not too far from the coast and not too far from most of the southern Interior. Teresa and Steve Kazimir report that, even as they were leaving their campsite on Sunday morning, Jesse and Ethan were working on them to come back to the exact same campsite next year (because of the big rock) and asking what day they could invite Nathan and Nolan Lonn over, when they got home.

One of the families attending the camp-out expressed an interest in getting the e-mail addresses of the other families. If you attended the campout and would like to share your e-mails with other campers please e-mail Hamish at: hplommer@telus.net to get onto the list.

Also: Hamish has received a few suggestions about how to make the campout better next year. If you have ideas please get in touch with Hamish at the e-mail address above.

Supporting other Parents...

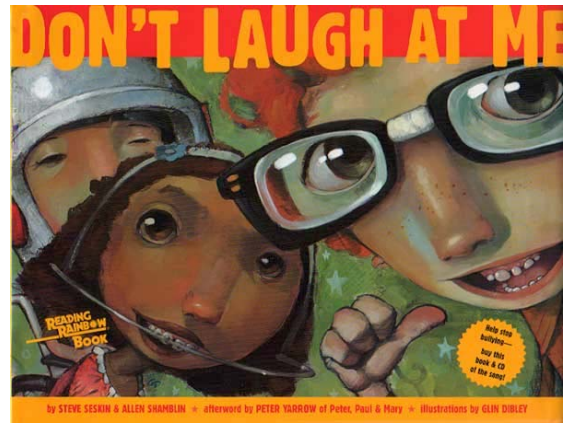
The following ideas were discussed at our Spring workshop, as presented by Susan Lane of the BC Family Hearing Resource Centre. Parents attending the evening agreed that these tips were most valuable and we all can use reminders on how to be a good listener.

LISTENING

- Pay attention to the other person... *monitor yourself – are you listening to what they are saying – or are you thinking ahead to what you plan to say next?*
- Refrain from interrupting other person
- Silence... *pauses allow you to think about what other person is saying and allows other person to gather their thoughts or build up courage to bring up difficult issues... Practice this!!!!*
- Share yourself... *but take turns and be sensitive to other parents needs*
- Ask parent open questions to encourage them to talk more.
- Ask for clarification – *get more information and helps you to understand parents' viewpoint better*
- Check your understanding – *if you are not sure you understand what the parent means – you can check your understanding by putting into words what you think the parent has said.*
- Don't pretend to understand, if you do not really “*I don't think I got what you just said, can we go through that again?*” “*I'm sorry, I think I got lost. Can you tell me a little more?*” “*Can you tell me how you feel about that... I'm not sure I understand.*”
- Convey acceptance of the other person's feelings
- Be careful when you say “*I understand how you feel*”
- Avoid asking a lot of detailed questions unless you are trying to clarify a particular issue or point... parent may not want to feel “*grilled.*”
- Genuineness is very important

CHECK YOUR REACTIONS

- What are my attitudes toward this other parent?
- Am I uncomfortable because this person's values or ideas are very different from mine?
- Would I like to change this person's mind about something? Am I trying to convince them to make a particular decision?
- Am I trying to solve this other person's problems?
- Am I preoccupied with my own concerns... is my mind constantly wandering away to my own situation?
- Am I “*in over my head?*” Should I help parents get some additional information or support from someone else?



By: Teresa Kazemir

Here are the lyrics to a song that Jesse's school sang. He stood at the front of his class and led them, signing the song, which brought more than a couple tears to his mother's eyes!! It's apparently used as part of an anti-bullying program. The following website gives information about a CD and book that are available as well www.steveseskin.com/laugh.html

Don't Laugh At Me

I'm a little boy with glasses, the one they call a geek; a little girl who never smiles cuz I got braces on my teeth and I know how it feels to cry myself to sleep.
I am that kid on every playground, who's always chosen last; a single teenage mother trying to overcome her past. You don't have to be my friend if it's too much to ask.

Don't laugh at me, don't call me names;
Don't get your pleasure from my pain;
In God's eyes we're all the same;
Some day we'll all have perfect Wings;
Don't laugh at me.

I'm a cripple on the corner; you pass me on the street.
I wouldn't be out here begging if I had enough to eat and don't think I don't notice that our eyes never meet.
I lost my wife and little boy when someone crossed that yellow line. The day we laid 'em in the ground was the day I lost my mind. Right now I'm down to holding this little cardboard sign.

Don't laugh at me, don't call me names;
Don't get your pleasure from my pain;
In God's eyes we're all the same;
Some day we'll all have perfect Wings;
Don't laugh at me.

I'm Fat, I'm thin; I'm Short, I'm tall;
I'm deaf, I'm blind; Hey aren't we all.

Don't laugh at me, don't call me names;
Don't get your pleasure from my pain;
In God's eyes we're all the same;
Some day we'll all have perfect Wings;
Don't laugh at me.

Written by Allen Shamblin and Steve Seskin

Parents' Questions and Concerns – a continuum

To facilitate our Spring Workshop “*Parents Supporting Parents*,” we distributed a questionnaire by Susan Lane with our last newsletter. Results were shared at the workshop, as below.

Here we each see something of our self, we see the many and varied concerns parents have and we also can see how far we've come as individual families and how we can help other parents.

Our thanks to Susan for an excellent workshop. With over 20 years experience in counseling parents and facilitating parent support groups, Susan's insights are invaluable. We are grateful for her ongoing support of CHHA-BC Parents' Branch.

What parents said about their questions & concerns at the time of diagnosis:

- What is cause of child's hearing loss?
- How will family pay for hearing aids? How do you know hearing aids recommended are the right ones? Will hearing aids help? Is child eligible for a cochlear implant?
- Want to know how parent can make sure their child learns to listen and talk.
- What can parent do to help their child develop?
- Need to decide whether to continue working or to quit work in order to spend more time helping child? Trying to balance needs. Concern about transition to a daycare when parent does return to work.
- Want more information about child's specific diagnosis and the type of hearing aids he would be using.
- Want to better understand child's level of hearing loss and what that means. What exactly can child hear and not hear?
- What services are available?
- Feeling frustrated that parent is immediately faced with making so many choices (oral vs. Total Communication vs. ASL, Cochlear Implant or not; choosing an early intervention centre) when they felt they didn't yet have the experience or knowledge to make a decision.
- Having to deal with so much that is new—having to deal with equipment (hearing aids, FM, dry aid kits, earmolds, microlink FM)

Concerns about the future:

- How will child cope with having a hearing loss as they grow up?
- What will my child's life be like? How will he manage in life?
- Will child's hearing get worse?
- Will child learn to talk?
- How will hearing loss affect child's learning, social interaction, Will child be able to go to a “normal” school with siblings?
- How will child do socially? Will child have friends? Will child be teased? Will child be accepted?
- Child going on to school—how will parents get everything organized and set up? What is going to be the best way to educate child – to ensure child becomes more than just ‘literate’? How can family help child to realize his full potential?
- Will child be part of the family? How will child communicate with grandparents? Will child have a relationship with siblings?
- Will child get a job? What kind of job?
- Will child bond more with hard of hearing or deaf people than with his own family? Will family lose child to the Deaf community?

Feeling overwhelmed/trying to cope:

- Parents reported feeling “profound sorrow” and needing to “grieve” their child's hearing loss.
- Parents feeling they always need to do more, they are never doing enough, and there is never enough time to do it all.
- Feel overwhelmed by the amount of information parent needs to know.
- Parents feeling they have no idea how to raise a child with a hearing loss.
- Parents sometimes feeling that they just don't want to have to deal with the hearing loss.
- Anxiety that parent might be missing some vital piece of information.
- Families who live outside the lower mainland feeling they were at a disadvantage.
- Having to go to so many meetings.
- Worried about the impact this will have on whole family.
- How will we know what to do? How will we know what she needs?

Ages 6 to 9 - Questions/Concerns/Focus

Transition from preschool to kindergarten can be difficult.

- Fear of the unknown. Leaving the support of an early intervention programme.
- Some parents found they were now the ones to be the main advocate for their child. They needed to make it clear to the teachers what their child's needs were and to make sure these needs were being met. Some had to advocate for teaching assistant time.
- Difficult when child is to be placed in a special programme and speech and language development of the other students is not at the same level
- Some parents of children with Cochlear Implants discovered this was so new to school personnel that they were not really prepared for the student.
- Transition was more difficult when the child did not do as well in neighbourhood kindergarten as hoped because the supports were not in place.
- Some parents found the transition to school was not nearly as bad as they had feared.

Other concerns at this age:

- Behaviour concerns.
- Concern that child may not have full access to information at school.
- Is child getting all the information at school assemblies, are they included in social activities?
- Trying to encourage child to be advocate for themselves so that they will let teachers know when they are missing information.
- Move to independence when child is supposed to be responsible for own equipment at school (FM and hearing aids)
- Concerns about Equipment FM, hearing aids, and earmolds that don't fit properly. Teachers not wanting to use FM
- Concern about reading and writing development
- Does child's educational programme or school meet the child's needs? Will it help child reach their potential?

- Is child keeping up socially? Do they have friends and are they involved in extra-curricular activities?
- Traffic “safety” – teaching child they cannot rely on sound and MUST look around.
- Concern that child may have to work much harder than children with normal hearing and that this is fatiguing.
- Each time child entered a new sport or started with a new coach, parents must “educate” adult about child’s needs.

Ages 10 to 14

- Education –ensuring child gets good education.
- Teaching child to let others know they have a hearing loss and to be an advocate for themselves. Help child recognize that it is an “invisible disability” and to expect that others will continue to forget and, therefore, it is okay to continue to “ask again” when communication breaks down.
- Teaching others how to make adaptations or use strategies to ensure good communication.
- Children becoming more self-conscious about hearing loss and therefore not wanting others to know they have a hearing loss.
- Children who place high expectations on themselves and get very frustrated when they cannot keep up, and sometimes, as a result choose to “give up”

when they are not able to do things “perfectly.”

- Teachers in the public school system who refuse to use FM. Child is expected to be more independent and to tell teachers about their equipment (e.g. asking teacher to use FM) and accommodation needs. This is happening at the same time that the child does NOT want to be viewed as being different.
- Child who is using sign language and parent feels they do not know enough sign language themselves. Child is becoming more isolated because none of the other kids in the community use sign language.

Ages 15 to 19

- DRIVER’s LICENSE
- Continue to be focused on promoting strategies to ensure child with a hearing loss is able to fully participate at home, at school, and in social settings.
- Encouraging child towards independence—getting a part-time job
- As child moves towards leaving high school, or when they have left high school, the parent’s focus turns more to how child will make a living—career choices. Some parents review various job opportunities with their child and brainstorm together how to overcome any barriers that might be present.

- Transition to college—child now has the responsibility to advocate for themselves in getting FM equipment, must now tell instructors, professors, other students about their hearing loss. “Child” may not do this and that can be a concern to parent who knows they would benefit from the technology or the extra assistance. Move to college brings both excitement and anxiety
- Concern that child who has worked hard throughout school begins to lose steam and seems less motivated during early years in college. (burnt out or just an aspect of their personality?)
- Young adults who now have the independence, power, and right to make their own decisions about things like using hearing aids or choosing whether to get a cochlear implant or not. It is difficult when parents must allow them to make decisions which may not be in their child’s best interests (a challenge for parents for their hearing children, too!)
- Social concerns-does child have “hearing friends”. Does child have the skills to engage in conversations appropriately (how to enter a conversation that has already started, knowing how long a turn to take in a conversation

Using Language at a distance

"Make sure that you're using language from a reasonable distance. Distance is really quite important because, as you know, intensity does vary with distance. Not only does intensity vary, but if you're talking from a distance, you're using a different voice than the one when you're talking close ... If a child has a very quiet voice, if you know he has a very, very weak voice, you say to him, "Okay, talk to me from over there. I want you to make me hear what you say, okay?" And immediately you will find that the child starts to raise his voice just as you do and it gets him feeling very much more comfortable with that sort of voice."

– Daniel Ling, O.C., Ph.D. Adapted from *The Ling Series, Volume I*, an AV distance-learning course on CD-ROM.

Family Network for Deaf Children presents

INTERPRETING: Here it comes...ready or not!

with Guest Speaker Dr. Jan Humphrey

A discussion about the ins and outs, as well as “how to” tips for parents caught in the interpreting trap.

Friday, September 10 – 6:30pm

YMCA Surrey – children 8+ welcome to join YMCA Youth drop in evening.
For information/registration, call Cecelia 604-538-1156

Services for Family & Community Development

(Provincial Services for the Deaf and Hard of Hearing)

Offering workshops by Barb Desmarais, parenting and life skills coach and mother of two deaf sons.

Your Child’s Self-Esteem

Saturday, October 2, 2004 – 10am to Noon

Discipline vs. Punishment

Saturday, November 27, 2004 – 10am to Noon

Location: 4334 Victory Street, Burnaby
Register by calling 604-660-5507 or email psdhh@gems1.gov.bc.ca

On Being Different ... A Life Profile

By Jim Hill

Hello ... my name is Jim Hill. I was born on September 21st 1940 at Frontier, Saskatchewan, Canada. The doctor who delivered me was renowned Doctor Murdock O'Brien (Robert Tyre's "Saddlebag Surgeon"). I was born ... **different** !!

The dictionary defines the word "different" as being without like or equal ... unique (varying from the usual or ordinary) ... outside of that which is the accepted norm.

I was born with a cleft palate ... a partial harelip ... without supporting cheek bones ... eyes that drooped (my eyes could not completely close)... moderate hearing loss in the left ear and severe loss in the right ear ... a moderate stiffness of the back and hands.

At age three I had surgery to repair the cleft palate. At age nine I was told I would soon be blind and underwent extensive re-constructive surgery of the cheek bones and the harelip. I could now completely close my eyes.

In most ways my childhood was a normal one. I was educated in a one-room country school, with all grades taught by one teacher. I liked school and was a good student. Books were my friends and I possessed a fertile, creative mind. I began writing poems and stories and was a published poet and author. I played most sports ... had a special way with animals ... I was physically strong and healthy ... I developed an infectious sense of humor.

My teen years were more difficult. I became somewhat of a loner and a rebel ... I wasn't actually anti-social and never really mean but I did establish barriers and I was reluctant to let anyone get too close to me. My biggest problem was my reflection in the mirror and my natural tendency toward sensitivity. I pushed people away ... especially girls. I rationalized my attitude by instilling a conviction within myself that no one could possibly ever love me. Being a healthy red blooded male did not make it easy. I was often unhappy and miserable.

After finishing high school and turning thumbs down on college (my rebel years) I decided I definitely wanted a country lifestyle. My parents were from farming backgrounds ... I had a special feeling for nature and as I mentioned earlier, I was good with animals. My dad had been born in Indiana (harness horse racing country ... home state of the legendary pacer Dan Patch) and along with the fact that his two brothers were pursuing careers in the sport of harness racing, made my decision to go in that direction a natural one. I became a breeder, owner, trainer and driver. I liked the exciting atmosphere, traveling and though I was reluctant to admit it, I liked people.

I was thirty years old when I met the woman who would become my wife. We became good friends. However my reflection in the mirror ... my inner fears ... my protective barriers were a problem. I sought out a plastic surgeon and set the stage for "creating a face that would be worthy of love". The first step was getting a clean bill of health from a psychiatrist (I knew I was of sound mind.) The surgical procedure was straight forward ... however my immune system rejected every attempt at implant techniques.

Then my nephew was born ... with Treacher Collins Syndrome. At thirty five years of age I was given the name of the indignity I had been born with. I now knew something about my affliction ... I now knew I wasn't alone. It was of some comfort ... but not enough ... I still kept my barriers ... only my

wife knew my innermost feelings.

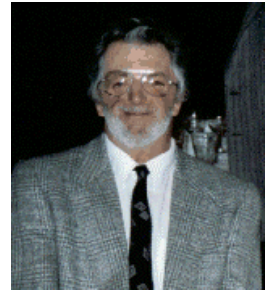
In the proceeding years I was able to channel my energy into a more productive lifestyle. I gave my sense of humor free rein and became more involved with people. I have always had a special affinity with children and I allowed that affinity to grow.

In the early spring of 1999 I typed Treacher Collins Syndrome into a search engine on the computer (I had been procrastinating for some time) and I found [medical student with Treacher Collins Syndrome] Amie Osborn. Since then I have found a new sense of orderliness and understanding. I have begun to let go of more of my frustration and anger. I have broken down some of my self made barriers. I realize now, that my dad had Treacher Collins Syndrome in a mild form ... what ancestor before him ... I don't know.

Today, I'm in demand as a public speaker at schools, senior centres, social gatherings, seminars and conventions. I adhere to the principle of accenting the positive. I'm living proof that birth is only a first step – the rest of life's journey is up to you.

On the wall of my den above my desk hangs a framed picture of a kitten looking into a mirror and seeing it's reflection as a huge lion. The caption reads "What matters most is how you see yourself." At the bottom are the words of Francis Thompson " To believe in love, to believe in loveliness, to believe in belief ... to turn pumpkins into coaches, and mice into horses, lowness into loftiness, and nothing into everything."

This essay was adapted from several of Jim's writings – used with his permission.



A.G. Bell Convention Report

By Leila Lolua

I attended my third AGBell convention in June, along with my two children and over 2,000 professionals, adults and children with a hearing loss, parents and other family members. Four long, packed days and nights of speakers, panels, exhibits and special events. It's huge. Even with my 'Schedule at a Glance' and conference 'Day-Timer', navigating to all the courses spread throughout two large conference hotels was a challenge.

Some nuggets that I learned...

- Mary Beth Goring, a Family Therapist from the John Tracey Clinic spoke about Deafness and Family Relationships. She believes there is no substitute for individual time with each child. As often as you can, take each child out on a 'date' that you plan together. Bring back a souvenir -even a leaf or a straw- and talk about your time together. She spoke about her research about the effect of a child with hearing loss on parents as couples. She promotes 'scheduled maintenance,' which includes spending time alone as a couple, shared times with supportive friends, and going out separately, as well. 'Attitude Adjustment' is the most effective way to cope with difficult things in your life; adjust your attitude to put things in perspective.
- A panel of brave youth in their late teens and early twenties spoke to a packed room about dating experi-

ences. They shed interesting tips such as going to restaurants earlier in the evening (i.e. 5:30 p.m.) when it's less crowded, and asking for a quiet room and extra candles to make lip reading easier. One person coped with parties with a 'one hour policy'; they would make the rounds to see people and then leave. Instant text messaging seems to be the communication method of choice, not the phone. Action movies are easier to follow, because there's less talking, and movies with rear-window captioning are great. A hot dating tip is that well-fitted ear molds are required to avoid that annoying whistling while you're kissing. One fellow's words seared through me—"I feel like a fish in a bowl, looking but not hearing what's going on around you. When I'm signing, it feels like I can breath." This heartfelt revelation was followed by "a good sense of humour is really important." Amazing.

- Check out agbell.org – a new website is being launched. A chat room for teens with a hearing loss will be introduced.
- Some gems from a panel of kids aged 9 to 12 years. "My mom gave me pride and courage." "I can't keep any secrets from my mom. She did everything." "My parents had one favourite saying: 'You're deaf. Get over it.'" They "helped me learn,

make new friends, signed me up for sports, keep me busy, make me feel like a regular kid."

- Hearing siblings commented that it's important to let the hearing child do their own thing; they need some time off from having to interpret/fill in the gaps, and they needed one-on-one time with their parents. When queried about teaching siblings about hearing loss issues, they responded that they picked up a lot by osmosis, but parents need to check their understanding.
- www.deaftech.org - a recommended website.

I was amazed at how easily I reconnected with parents I met at my first AGBell convention eight years ago. I think I was so needy for information back then...If I had any advice at all for parents of a newly diagnosed child with a hearing loss, it would be to do whatever it takes to attend this biennial convention. You will be immersed in resources to help educate you on your communication journey with your child. Those first years are so crucial; AGBell helps to fill in the gaps.

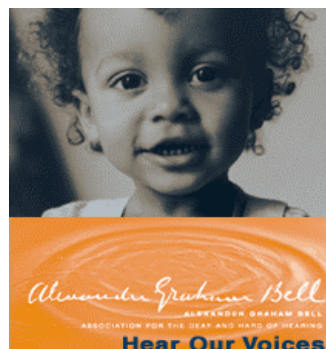
My kids sure enjoyed being in LA and of course Disneyland was a big drawing card. The next convention will be in Pittsburg...I've told them to start saving.

My trip to California

This is a journal of my first trip to an A.G. Bell convention. The plane trip was long, boring and my first glimpse of the U.S.A. was less than I expected, but that would soon change. It was fun meeting a great guy, Tim who was my age (11) and liked sports. The first day was kind of rough until the afternoon when Tim and me started building a sky rail track, after about half an hour other kids wanted to help, at the end of the day there were about 10 kids helping and the outcome was easily worth the work to make the track. By the next day each one of those people became friends. The Disney extravaganza was the best fireworks show I've ever seen, it was like the sky was raining colours. I was having so much fun at California, but it was time to go home.

By: Spencer Cox

My trip to A.G. Bell in Anaheim California



It was really exciting to go to the A.G. Bell convention in California. I liked the staff and I met a 13-year-old girl named Samantha from California. I enjoyed the field trips to places like the Movieland Wax Museum, Ripley's Believe It or Not and Science Discovery Center because I learned interesting facts. The bug man

came and brought a tarantula for us to see. The bug man told us that he supplies the webbing in Spiderman episodes. I also met two people from India at Disney Extravaganza. It was an awesome trip!!!!!!!

By: Tasha Cox



CHHA - B.C. Parents' Branch

Canadian Hard of Hearing Association



Membership is open to any individual or organization that supports our objectives. Annual membership fee is \$30. 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

Hard of Hearing Child(ren)

PHONE

FAX - if applicable

New Membership Renewal

Donation \$

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

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

Name

Birthdate

KAN U REED?

FOUR ALL WHO REED AND RIGHT [To be read aloud]

We'll begin with a box, and the plural is boxes;
 but the plural of ox became oxen not oxes.
 One fowl is a goose, but two are called geese,
 yet the plural of moose should never be meese.
 You may find a lone mouse or a nest full of mice;
 yet the plural of house is houses, not hicc.
 If the plural of man is always called men,
 why shouldn't the plural of pan be called pen?
 If I spoke of my foot and show you my feet,
 and I give you a boot, would a pair be called
 beet?
 If one is a tooth and a whole set are teeth,
 why shouldn't the plural of booth be called beeth?
 Then one may be that, and three would be those,
 yet hat in the plural would never be hose,
 and the plural of cat is cats, not cose.
 We speak of a brother and also of brethren,
 but though we say mother, we never say
 methren.
 Then the masculine pronouns are he, his and him,
 but imagine the feminine, she, shis and shim.

Let's face it - English is a crazy language. There is no egg in eggplant nor ham in hamburger; neither apple nor pine in pineapple. English muffins weren't invented in England.

We take English for granted. But if we explore its paradoxes, we find that quicksand can work slowly, boxing rings are square and a guinea pig is neither from Guinea nor is it a pig. In what other language do people recite at a play and play at a

recital? Ship by truck and send cargo by ship? Have noses that run and feet that smell?

How can a slim chance and a fat chance be the same, while a wise man and a wise guy are opposites?

You have to marvel at the unique lunacy of a language in which your house can burn up as it burns down, in which you fill in a form by filling it out and in which an alarm goes off by going on.

AUTHOR UNKNOWN or is it KNOTKNOWN?

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