



# FAMILY NETWORK & OUR SUMMER PROGRAM, FOR DEAF CHILDREN & DEAF YOUTH TODAY

SUMMER



Summer (June 2020)

*FNDC values sharing information to deaf children, families, professionals and the communities that support them. These events, advertisements and/or articles do not necessarily reflect the viewpoint of FNDC or offer an endorsement*

*I am passionate about language development for Deaf & Hard of Hearing children - this editorial is focusing on the importance of a full language from birth to adulthood. The following has been edited and adapted from a letter I wrote (on behalf of FNDC) supporting more funding for BC Early Intervention Programs.*

***"The limits of my language mean the limits of my world."***

**– Ludwig Wittgenstein Philosopher**

The success of deaf and hard of hearing (DHH) children in our K to 12 education system is dependent on DHH children arriving at kindergarten with age-level language and ready to learn with a language that develops and grows – the same as their hearing peers. Sadly, this isn't the case for many DHH children, leading to DHH children not having age-level language for learning, sharing feelings, having meaningful conversations with family, accessing community, developing friendships and feeling included and equal to their hearing peers.

Language doesn't just happen magically. We all take language for granted and we don't think about language acquisition – it just naturally happens. When **hearing babies** are born - parents talk, babies listen, they pick up words, expand their vocabulary and grammar just falls into place. Then one day – **magically** – with their age-level language, they enter kindergarten ready to learn and access the world around them. **BUT**, for **DHH children**, this **DOES NOT MAGICALLY HAPPEN**. They need to be exposed and fully immersed in language (signed, spoken or both) with family, friends, community and in educational and diverse environments. DHH children need a full language, not just some language. These foundational years are **CRITICAL** for language

development. How can a child with a 3-year-old language level learn and understand the language of instruction in a Grade 2 class and be educated equal to their hearing peers? There aren't enough hours in a day to catch up on a four-year language delay. How can a DHH child ever learn at grade level?

As parents, we are guided by professionals to choose a language/communication method and run with it. While parents may be "running" with our choice, our DHH child may be "walking or even crawling" in their language development. None of us ever envisions our child would one day have a language delay and even if there was a delay, would we know what that delay looks like?

The most important **need** for a DHH child is "LANGUAGE", yet Standardized Professional Language Assessments aren't done yearly in our province. If the most important need for DHH children is language yet Standardized Professional Language Assessments aren't done yearly in BC, can we expect good language outcomes? If we want to give DHH children the best shot at life – age-level language is the starting point. How about Standardized Professional Language Assessment done **yearly from birth to age 18** for every DHH child

When DHH children are developing language, parents may find that their child uses a variety of ways to communicate - ASL, speaking/listening and/or signing while talking at the same time. Parents are also determining how their child best learns and what language (signed or spoken or both) fills their child's brain with age-level language so they are ready for Kindergarten and every grade thereafter.

For a child that uses sign language, “signs” aren’t enough. “Signs” often refers to some vocabulary, used as a support, but not a language. Sign Language (ASL) provides a FULL LANGUAGE. For example, if we went to Korea and knew 1,000 words (probably nouns, verbs & a few pronouns) – it wouldn’t make us fluent in the Korean language. For a child to be fluent in sign language – they need to be immersed in language where the language around them includes nouns, verbs, pronouns, grammar, poetry, literature, the language of basic interpersonal communication and cognitive academic language – the natural components of all languages. Full exposure to language is how a DHH child becomes “language ready” for Kindergarten and continues developing their language up until adulthood.

When DHH children don’t have a full language (signed or spoken) equal to their hearing peers, they are faced with insurmountable barriers later, including high unemployment rates, mental health needs, isolation and broken relationships. The results of language deprivation are tragic.

Our Deaf Youth Today (DYT) program exists not just because it “keeps kids busy in the summer”, it exists because many DHH children/youth have language delays (signers as well as speaking/listening children). Without age-level language, DHH children don’t have the same understanding of the world around them as their hearing peers. With a summer staff of all DHH leaders/mentors, DYT attempts to develop and enhance sign language skills and fill in the gaps for the DHH children/youth we serve.

We’ve all heard people say: “With cochlear implants, sign language won’t be needed”. Many years ago, I too thought that with cochlear implants, our DYT summer program enrollment would drastically decline, yet shockingly, the opposite has happened! In the past 10 years, our DYT program has grown more than ever with the majority of the DHH children using sign language WITH cochlear implants. A cochlear implant isn’t a 100% fix to hearing loss, unlike glasses for vision correction. Each DHH child varies in how they process spoken language with their cochlear implant and that may vary in different environments. While cochlear implants work well (listening/speaking) for some DHH children, many others with cochlear implants continue to use sign language for their accessibility and inclusion. DHH children may bounce back and forth between

sign language and/or spoken English when and where they feel most comfortable and receive the best access. Children naturally do this. Adults make this so complicated.

Many of us who have been around in the community for years, have watched DHH children grow up. We see the outcomes that are the direct result of “not enough language”. We know it exists, yet no one wants to talk about it. Instead, we all plug away knowing DHH children/youth will need to access support programs later in their life – mainly as a result of not having age-level language to reach their potential. It’s heartbreaking.

Government infuses money into supports and services **AFTER** our system has failed DHH children/youth. We only need to look at the **END** to recognize that language acquisition is fundamental to a DHH child reaching their potential as an adult. BC has a provincial mental health program specifically for the DHH population (Deaf, Hard of Hearing & Deaf-Blind Well Being Program, Vancouver Coastal Health), DHH job readiness programs, upgrading programs (post high school), employment counselling etc. If we had appropriately funded language development, support and assessments for DHH children from birth to high school completion, with DHH children having age-level language, would there be a need for so many adult services?

The recent COVID-19 briefings created a buzz around BC with people seeing for the first time, ASL interpreters live on TV. The Deaf community demanded access and government listened. There are many DHH teens and adults that all have personal stories of their language journey, lack of access and inclusion. They have lived through the educational and support systems here in BC. Their experiences tell a story and offer insight for all of us to learn from.

How can our DHH children/young adults feel included or access information without language?

**“The single great risk faced by Deaf children is inadequate exposure to a usable first language.”**

**– Dr. Sanjay Gulati, Professor,  
Harvard Medical School**

*CKlassen*

**FNDC & our DYT PROGRAM SENDS A  
SPECIAL THANK YOU TO  
**THE VANCOUVER FOUNDATION**  
FOR THE COVID-19 GRANT. We wouldn't be providing  
online services to DHH kids without your support!**

vancouver  
foundation

and THANKS to: **Canadian Tire, Sons of Vancouver Distillery, Next Gen Concessions, Coastal Reign Printed Cloth & Cap Shield Face Shields** for donations of hand sanitizer, masks, face shields and supplies for DYT



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# DEAF YOUTH TODAY SUMMER CAMP 2020

DYT is going to look different this year due to the uncertainty around COVID-19. We have developed 4 kinds of camp options for all the deaf and hard of hearing kids and youth in BC.

1. Virtual Camps (online)
2. Camp-in-a-Box (online)
3. Outdoor Day Camps (in person)
4. Mentorship Buddy Connect (online) – OPENS June 20<sup>th</sup>

Also due to the uncertainty of this summer, we need to be flexible with our program planning – which is why some of our program descriptions sound vague.

**IMPORTANT:** PROGRAMS for JULY are posted and registration is OPEN. PROGRAMS for August will be posted in JULY at [www.fndc.ca](http://www.fndc.ca)

## Virtual Camps (Online) – It's virtually unbelievable!

Deaf Youth Today  
VIRTUAL CAMP



Deaf Youth Today (DYT) is now offering Virtual Camps to keep your children entertained and engaged in fun AND learning while they're at home.

We are currently facing a strange new reality where we're practicing social distancing and living in isolation to stop the spread of COVID-19. What this means is that we're now doing something a bit different. DYT will be hosting a #dytathome virtual camp using the ZOOM platform. It's a great way to connect with kids anywhere in BC.

#dytathome is an experience your kids will love while they are stuck at home! Camps may include games, competitions, learning new skills, Yoga, Crossfit, Game Groups, Art, Baking or Sports. These sessions will keep your child busy and engaged. We tested these camps recently, and we had RAVE reviews and everyone wants more!



## Art @ Home

Thinking about teaching your child some basic art skills but have no idea where to start?

Don't worry about it! Campers may sign up for our 3-day Art camp with Deaf Art Specialist, Nicole Horton in a 3-part art series! Younger campers will try out different art mediums including sketching techniques, painting, and clay, and older campers will also get the opportunity to try an alcohol ink art project.

Campers will receive a package with all the supplies needed to participate. This program will run for three days for 1 hour each day. Campers will be separated by age groups.

**Cost:** \$50.00 per person

Kids - Age 5 to 9 (Deaf/Hard of Hearing)

3 days: June 30th, July 2nd & 3rd - 9:00 am to 10:00 am

Youth - Age 10 to 14 (Deaf/Hard of Hearing)

3 days: June 30th, July 2nd & 3rd - 11:00 am to 12:00 pm

## CrossFit @ Home

DYT will be collaborating with Hybrid Athletics to offer this amazing weekly exercise program for youth. Hybrid Athletics is committed to helping athletes of all ages and abilities develop their physical abilities to reach their potential. The program is designed for our DYT campers and will focus on developing correct motor/movement patterns through fun and competitive gameplay. This program will be split into two grouping – Kids CrossFit for your younger kids and a youth CrossFit for the older campers.

**Cost:** \$40.00 per person

Kids - Age 5 to 8 (Deaf/Hard of Hearing)

5 Tuesdays: June 30th, July 7th 14th, 21st and 28th - 4:30 pm to 5:15 pm

Youth - Age 9 to 15 (Deaf/Hard of Hearing)

5 Tuesdays: June 30th, July 7th 14th, 21st and 28th - 3:15 pm to 4:15 pm

## Yoga @ Home

Yoga is an ancient healing practice known to calm the body, mind and emotions. This playful yoga course is designed especially for children/youth and provided by an ASL fluent instructor. This program will be split into a Kids Fun Yoga and a Youth Yoga Group. Join us for this 4 session camp!

**Cost:** \$40.00 per person

Kids - Age 5 to 8 (Deaf/Hard of Hearing)

4 Wednesdays: July 8th, 15th, 22nd and 29th - 4:30 pm to 5:15 pm

Youth - Age 9 to 14 (Deaf/Hard of Hearing)

4 Wednesdays: July 8th, 15th, 22nd and 29th - 3:30 pm to 4:30 pm

## DYT Counsellor in Training Program

Do you hope to one day work for DYT? Our DYT Counsellor in Training (CIT) Program is looking for deaf and hard of hearing youth, ages of 14 and 18 years. The CIT program is for those interested in gaining experience working with children and possibly looking forward to DYT employment opportunities in the future.

The CIT program will educate and train you to be a role model and responsible leader. You will learn to lead and motivate campers, learn the importance of communication, gain self-confidence, and work experience. CITs are not “working” at camp in the same sense as camp staff; therefore, CITs are still technically youth participants and are bound by the same rules as regular campers. CITs are not guaranteed a staff position at the completion of the program but will be given a certificate of completion, and if warranted, a letter of recommendation or reference for future work. Sign up for our 7 session CIT program.

**Cost:** \$25.00 per person

Youth/Teen - Age 14 - 18 (Deaf/Hard of Hearing)  
7 Tuesdays: June 16th, 23rd, 30th, July 7th, 14th, 21st and 28th  
7:00 pm to 8:30 pm

## Camp-in-a-Box (Online) - No campfires! we promise!

DYT Camp-in-a-Box is an online way to bring summer day camp to you! Our goal is to keep kids connected to friends, maintaining social interaction and language enrichment that is vital to the development, and most importantly... having a fun summer!

Each camper will receive a supply kit with a variety of interactive activities. Camps will be set up online to participate together as a group for a fun, active and social camp experience.



### Camp-in-a-box

Join us for a variety of fun activities that will run daily for 1.5 hours each day for the week. Campers will have the opportunity to be a part of interactive activities planned and guided by our DYT staff. Each Camper will receive a package with all the supplies needed to participate – and maybe a few surprises will be in there too!

This program will run for 5 sessions, Monday to Friday for 1.5 hours a day. Campers will be grouped by ages and requests will be accepted for friendship pairings.

## Camp-in-a-box

**Cost:** \$50.00 per person, per camp

Kids - Age 5 to 10 (Deaf/Hard of Hearing)

July 6th to 10th - 9:00 am to 10:30 am

Tentative Program: Lego building & challenges, Art (painting/ Clay), Interactive Games (Bingo/Gestures), Kinetic Sand, Building (Kits), Activity Pages & more

Kids - Age 5 to 10 (Deaf/Hard of Hearing)

July 6th to 10th - 10:30 am to 12:00 pm

Tentative Program: Lego building & challenges, Art (painting/Clay), Interactive Games (Bingo/Gestures), Kinetic Sand, Building (Kits), Activity Pages & more

Youth - Age 11 to 15 (Deaf/Hard of Hearing)

July 6th to 9th - 1:00 pm to 2:30 pm

Tentative Program: TBA, but will be aimed at an older age group

Kids - Age 5 to 10 (Deaf/Hard of Hearing)

July 20th to 24th - 10:00 am to 11:30 am

Tentative Program: Crafts, Paper Airplane building, Making Bracelets, Interactive Games, Activity Pages, Building and Painting (Home Depot Kits-dependant on time), Gardening Project, Candy/Snack treat making

**Note: Camp in a box** - If you register within a week of the program we cannot guarantee your box will be delivered in time if mailed. Any last-minute registrations will be required to pick up their box or pay for priority postage.

## Outdoor Day Camps (In Person) – Fingers Crossed!



**YEAH!!!** Finally, we get to meet face to face (fingers crossed).

Campers can choose any or all of our 5 DYT DAY Camp options. DYT will focus on day camps taking place in outdoor areas and parks with regular handwashing and individualized supplies and equipment for all participants. These DYT camps have been designed to ensure physical distancing and meeting all health requirements while allowing participants to safely enjoy some of DYT's most popular programs. In keeping with health safety, camps will be limited to 8 participants. We promise they will be lots of fun!



## **DYT Bike Camp #1**

Back by popular demand – Bike Camp! In Collaboration with PEDALS - Lori Archer will be the facilitator working along with DYT Staff. Campers will learn bike safety, some maintenance and lots of bike riding in a safe area (ie trails). In addition to biking, there will a lot of time to socialize.

**\*\*This camp requires some experience necessary for bikers to participate in moderate to long bike rides and distances throughout the day. Participants will bring their own bikes and they are required to have a safety check before participating.**

**Cost:** \$80.00 per person

Kids - Age 10 to 15 (Deaf/Hard of Hearing)

Monday to Wednesday, July 13th to 15th - 9:30 am to 3:00 pm

Location: To be announced

## **DYT Outdoor Day Camp #2**

This week will include fun activities with a focus on interactive outdoor games, learning and fun. The day will be a mix of activities including arts, sports, and water games.

**Cost:** \$100.00 per person

Kids - Age 5 to 12 (Deaf/Hard of Hearing)

Monday to Thursday, July 13th to 16th - 9:00 am to 3:00 pm

Location: To be announced

## **DYT Outdoor Day Camp #3**

This week will include fun activities with a focus on interactive outdoor games, learning and fun. The day will be a mix of activities including arts, sports, and water games.

**Cost:** \$100.00 per person

Kids - Age 5 to 12 (Deaf/Hard of Hearing)

Monday to Thursday, July 20th to 23rd - 9:00 am to 3:00 pm

Location: To be announced

## **DYT Outdoor Day Camp #4**

This week will include fun activities with a focus on interactive outdoor games, learning and fun. The day will be a mix of activities including arts, sports, and water games.

**Cost:** \$100.00 per person

Kids - Age 5 to 10 (Deaf/Hard of Hearing)

Monday to Thursday, July 27th to 30th - 9:00 am to 3:00 pm

Location: To be announced

## DYT Outdoor Day Camp #5

This week will include fun activities with a focus on interactive outdoor games, learning and fun. The day will be a mix of activities including arts, sports, and water games.

**Cost:** \$100.00 per person

Youth - Age 11 to 14 (Deaf/Hard of Hearing)

Monday to Thursday, July 27th to 30th - 9:30 am to 3:00 pm

Location: To be announced

## Mentorship/Buddy Connect (Online)

### UNDER CONSTRUCTION

Chat with our DYT staff (individually or in small groups). Bring your ideas and suggestions for topics and ideas or wait for DYT to post "theme" chats!



**MENTORSHIP/BUDDY CONNECT** is a continuation of our virtual one on one or group chat sessions, Teen Hangout Chat nights and any other pop up programs that may just "POP" up this summer. Mentorship/Buddy Connect is temporarily under construction and will be open June 20th.

## MORE INFORMATION

**Families in need of funding:** All camps are highly subsidized. If you need any funding support please contact [dyt@fndc.ca](mailto:dyt@fndc.ca) for an application.

**DYT – SAFETY:** DYT is working on a safety plan for all our staff and our day camps (outdoor activities) while following guidelines from municipalities, WorkSafeBC, the Provincial Health Officer, and other recreation organizations. We will be limiting the number of registrations in compliance with the Provincial Health Officer's recommendations. DYT will post all our safety precautions on our website (COMING SOON) so you can be confident in our safety procedures. DYT will scale back or modify plans required to protect public health.

**FAQ's:** DYT Summer 2020 Guidelines & FAQ's are on our website.

**Contact us:** [dyt@fndc.ca](mailto:dyt@fndc.ca)

**Website:** [www.fndc.ca](http://www.fndc.ca)

# SUCCESS

## FNDC/DYT's Mentor/Buddy ONLINE CONNECT

Connecting ONLINE with deaf and hard of hearing kids and youth throughout BC has been a huge success! We have had online YOGA sessions, Scavenger Hunts, PET 'Show & Tell', Teen Hang outs/Chat sessions, Games and individual/small groups. These sessions have been so popular – we've had waitlists. Online Connect (Mentor/Buddy) sessions will continue through the Summer. This is all possible through a COVID-19 grant from the Vancouver Foundation.





## MASKS for Deaf & Hard of Hearing We found some here in BC

FNDC/DYT contacted a company in the USA to purchase see-through masks. They were so OVERWHELMED with production, they were not able to supply any, **BUT** they graciously emailed the pattern to FNDC. We found a woman in Langley that has made them for us and she is also willing to take orders for the community.

Masks come in several sizes:

- Child Small
- Child Medium
- Adult Small/Youth Large
- Adult Medium
- Adult Large

At time of this newsletter, we don't yet know the price. Contact info below:

Wendy Mattusch at Farmgate Masks (Langley)  
[Wlmattusch@gmail.com](mailto:Wlmattusch@gmail.com)



# PreSchool

## 2020-21

# Registration

Ages 2.5-5



**LEARN**



**ENGAGE**



**PLAY**

### Why DCS Preschool? :

- ✓ Instruction in ASL and English
- ✓ Qualified ECE Staff, fluent in ASL
- ✓ Learning through play
- ✓ Socialize with Deaf peers
- ✓ SLP on site
- ✓ Parent ASL Classes



**Registration for**  
**September 2020**  
**Contact us Today!**  
**604.525.6056**

or email us at  
[office@deafchildren.bc.ca](mailto:office@deafchildren.bc.ca)  
visit us at  
[www.deafchildren.bc.ca](http://www.deafchildren.bc.ca)



**DCS Preschool Is**  
**HIRING**

**Full-Time Early Childhood Educator**  
**Lead and ASL Instructor**



DEAF CHILDREN'S  
SOCIETY OF BC  
LANGUAGE FOR LIFE

DCS hosts the only preschool in BC providing ASL as the language of instruction.

The ECE Lead Teacher will provide quality, inclusive preschool programming to deaf, hard of hearing and cochlear implanted children, and CODA children, by developing and implementing exceptional curriculum for the Deaf Children's Society Preschool.

### Qualifications

- \*Fluency in ASL
- \*ECE Certification in BC
- \*Excellent English Language Skills
- \*Experience working with Deaf and Hard of Hearing children

For more information:  
[www.deafchildren.bc.ca/careers](http://www.deafchildren.bc.ca/careers)

Submit resume and cover letter to [office@deafchildren.bc.ca](mailto:office@deafchildren.bc.ca)

# Talking to Your Child About Racial Justice: ASL & English Resources

From: <https://deafchildren.org/2020/06/talking-to-your-child-about-racial-justice-asl-english-resources/>



As protesters take to the streets after the death of George Floyd, conversations about racial justice are happening in homes across the country. To help you talk to your child about recent events and issues related to race, ethnicity, and racial justice, we've put together this list of resources for you.

## Videos for Kids (ASL) (CLICK BELOW TO VIEW)

[A is for Activist](#)

[Black Lives Matter: 13 Principles](#)

[Martin Luther King, Jr. Quotes](#)

[Something Happened in Our Town: A Child's Story about Racial Injustice](#)

[Sesame Street Town Hall: Standing Up to Racism](#)

**SUMMER PRESCHOOL**

**REGISTER ON-LINE**

<https://www.deafchildren.bc.ca/summer-preschool>

Summer Preschool runs for 4 weeks in July.  
Register for 1 week or all 4 !  
\$125 per week, or  
\$450 for all 4 weeks  
Monday-Friday 9am -2pm

**Speech & Language Therapy Services**

Deaf Children's Society of BC is Now Accepting New Clients for Private SLP Services for ALL Children from Birth to Age 18

**ABOUT DCS**

FAMILY-CENTRED  
CLINICALLY CERTIFIED STAFF  
VARIETY OF COMMUNICATION NEEDS  
ASSESSMENT, THERAPY, HOME PROGRAMS  
ENGLISH AND ASL  
BURNABY OFFICE OR ONLINE

**INTERVENTION PROVIDED FOR:**

- ✓ Speech & Language development for Deaf/Hard of Hearing persons including Cochlear Implants
- ✓ Social Communication Needs
- ✓ Articulation Delays and Disorders
- ✓ Neurological Based Challenges such as Aphasia, Apraxia of Speech & Dysarthria
- ✓ Voice Disorders, Accent Modification

*for more info*  
**CONTACT US TO SET UP A FREE INITIAL CONSULTATION**  
**604.525.6056**  
[office@deafchildren.bc.ca](mailto:office@deafchildren.bc.ca)

**WWW.DEAFCHILDREN.BC.CA**



# Lost years: Mother of deaf girl urges parents to learn sign language as soon as possible

<https://www.cbc.ca/news/canada/new-brunswick/mother-deaf-rothesay-sign-language-chandler-1.5082981>

**Heather Chandler of Rothesay regrets not being able to communicate with her daughter Allison, 6, sooner**



*Heather Chandler, right, with her deaf daughter Allison, 6, husband Andrew and son Leland, 8, says she'd like to see more intervention when it comes to providing instruction in American Sign Language. (Submitted)*

Allison Chandler may be deaf, but the six-year-old Rothesay child has no problem letting her mother know she'd like some soda pop and she'd like it right away. When the answer is no, Allison argues the injustice with her eyes and her posture and an urgent pleading message that flows through her arms and her hands.

"The more communication she got, the happier she became and the happier our family became."

- Heather Chandler, mother

Heather Chandler says it's a joy and relief to see her daughter communicating so assertively in American Sign Language and only regrets she left it so late. For way

too long, Chandler says, she and her husband, Andrew, and their son, Leland, didn't know the little girl who was living among them. "Essentially, she was language-deprived for three years," Chandler said.

## Focused on the fix

Allison's hearing deficiency was flagged early, first by the universal newborn screening test and later while Allison was being prepped for heart surgery at five months old. With the heart crisis behind them, Chandler said she then felt pushed by doctors and society to pursue any medical fix that might make Allison "more normal." "Everyone seemed to be steering us to cochlear implants," she said, referring to the medical devices that bypass damaged portions of the ear and directly stimulate the auditory nerve.

The surgery is not performed in New Brunswick, which meant the family first had to travel to Halifax and later to Toronto. In both cities, specialists decided Allison was not a candidate because of existing nerve damage.

It took months to get those answers and even longer, Chandler said, to come to terms with the rejection. Meanwhile, nobody was guiding the family to learn ASL.

## 'Most parents don't learn sign language'

Agencies for the deaf in Canada often cite the statistic that 95 per cent of deaf children are born to hearing parents. The figures trace back to U.S. studies done in the 1970s.

There's also a wide perception that most of those hearing parents never learn American Sign Language, mainly because it's difficult to master.

When Allison was two, Chandler tried to find ASL tutorials on the internet to teach herself at home but she felt she was "doing it wrong," and it was hard to stay motivated all by herself.

In late 2014, she contacted the non-profit Saint John Deaf and Hard of Hearing Services, which has since become a provincial agency, New Brunswick Deaf and Hard of Hearing Services.

Chandler said the agency started sending a deaf interpreter to her home to teach the family ASL, starting with the parents, so they could model the language for Allison. "That's when our family started to take a different turn," Chandler said. "The more communication she got, the happier she became and the happier our family became." In 2018, Chandler went to work for the agency, where she advocates earlier access to sign language instruction.

## Deaf schooling then

The residential school model that existed for most of the last century has long been abandoned in the Maritimes — its legacy still unresolved. Two months ago, the Supreme Court of Nova Scotia certified a class action lawsuit in which it's alleged that children from Atlantic Canada who were sent to the schools for the deaf in Halifax and Amherst, N.S., were subjected to emotional, physical and sexual abuse. But one of Allison's deaf interpreters, Joann Bourque, said the Amherst school lifted her out of ignorance and darkness. Growing up one of five deaf siblings in a family of 12 children in Charlo, Bourque didn't learn a thing in regular school until Grade 4. Nothing on the board made sense, she said. Written words had no meaning. "I was in school for three years without an interpreter," Bourque said in ASL, which was then conveyed into spoken English through an interpreter. "I had no idea what was being said." When her mother finally learned about Amherst and sent Bourque there, sign language changed her life forever. "Once I got that language, I fell in love," she said. "I could communicate with people and I just totally felt myself."

## Deaf schooling now

Deaf and hard of hearing children in New Brunswick now attend regular schools and receive education support services through the Atlantic Provinces Special Education Authority.

Only about 300 children in New Brunswick receive services for hearing impairment, according to the agency.

Chandler said the Atlantic agency is now supporting a pilot project for Allison that provides her with two interpreters at Rothesay Elementary. The first interpreter can hear what the teacher says and convert it into ASL. The second interpreter is deaf and Chandler said she takes the time to make sure Allison understands what is happening in the fast-paced classroom and fills in the blanks that exist for deaf children who are growing up in a hearing world. "For example," Chandler said. "One day Allison asked me about the thermostat on the wall." "She had never heard anyone in the family say, 'Oh, it's cold, turn the thermostat up.' She never heard us talking about it. She had no idea."

Chandler said the deaf interpreter is helping Allison catch up on much of what she missed in those critical early years, when no one in the family could communicate with her. She said she hopes her daughter will reach her full potential and recover from all that lost time.



# Don't Blame Deaf Kids' English Errors on their ASL

FROM: <https://languagefirstlab.com/essays>

Have you ever blamed a Deaf child's errors in written or spoken English on the fact that they know ASL? Have you ever heard a colleague make statements about ASL "influencing" a Deaf child's English production? Let's take a look at three common statements and why we should avoid saying them:

## **"My Deaf students always mix up their pronouns. It must be because of ASL."**

Many other languages use pronouns differently than English does. ASL uses non-gendered pronouns. This means that the sign for "he" is the same as the sign for "she." The Ghanaian language of Twi does the same. There is one non-gendered pronoun to refer to any person. If you want to inform the listener of the gender, you have to use the person's name or state "the woman" to clarify.

In French and other romance languages, pronouns take the gender of the object, not the subject. For example, if I am discussing my sister's dog, I would say "son chien" (his dog). This is because the pronoun follows the gender of the word "dog," which is masculine. My sister's gender does not influence the pronoun choice. Or, for a sillier example: as my French-English bilingual cousin stated as a young child, "Emma knows his papa!" Therefore, French speakers or Twi speakers learning English as a second language may make similar pronoun errors to Deaf children.

## **"My Deaf students never use the 'do' question properly. It must be because of ASL."**

Many other languages don't use the "do" question (i.e. "Where **do** you live?" or "**Do** you know the time?"). In ASL, one might ask YOU LIKE EAT WHAT? instead of "What **do** you like to eat?" In Italian, the "do" question is simply created by dropping the subject in the statement form. For example, to turn

the statement "*Noi abbiamo zucchero*" (We have sugar) into a question, one would drop the "we" and ask "*Abbiamo zucchero?*" (Have sugar?). Notice how there is no need to add a "do" in the question form. This is because the word "have" in Italian has the "we" imbedded into it. Therefore, Italian speakers learning English as a second language may struggle with the "do" question as well.

In French, "do" exists, however it's a cumbersome phrase (*est-ce que*). If speaking quickly or informally, one can avoid using it by simply inverting the subject and verb. For example, to ask if a stranger has the time, one might ask "*Avez-vous le temps?*" (Have-you the time?). French speakers learning English as a second language may attempt to use this shortcut, which doesn't really work in (American) English.

## **"My Deaf students always forget their articles. It must be because of ASL."**

Other languages have different rules for the use of articles (a, an, the). Russian, for example, doesn't have articles at all. This may result in a Russian speaker learning English as a second language to drop articles in English, too (i.e. "I have dog"). German has many more articles than English does. An English speaker learning German as a second language may struggle to know when to use the correct article.

Thus, it's vital to be mindful of "blaming" any student's English production (written or spoken) on another language. If we, as native English speakers, attempted to learn another language we would probably make mistakes that were influenced by our knowledge of English. There is nothing wrong with that.

So the next time a Deaf child makes an error in English, instead of saying, "Oh, that's their ASL affecting their English again," try saying, "I wonder what other languages do that, too."

# When Sam Found Language

FROM: <https://languagefirstlab.com/essays>

I will never forget the day that I met Sam\*. He was tall and shy, with dark tousled hair. He came into my room tentatively and sat still and quiet in his chair. \*name changed

"Hi, buddy," I greeted him. He smiled shyly. "How are you?" He smiled again.

I pointed to myself and signed my sign name. *Jen*. Then, I pointed to him and gestured for him to introduce himself. "Eoh," he said.

*How old are you?* I signed. He stared at me. I signed, *You. Age?* Another blank stare. I signed, *7? 8? 9?* Sam squinted, confused. I grabbed a blank piece of paper and wrote the numbers down, gesturing for him to point to one. He shrugged.

Under the numbers I scribbled out the alphabet. I pointed to the first letter. "What letter is this?" I asked, enunciating clearly. Sam shook his head. I covered everything but the first row of letters. *Where is B?* I signed. Sam shrugged.

I had to figure out how to get in. When Sam looked away, I noticed that his cochlear implants had New York Yankees stickers on them. *Do you like baseball?* I signed. Again, a blank stare. I grabbed my iPad and Google image searched pictures of the New York Yankees. When he saw them, his eyes lit up. He grinned and jumped out of his chair. He pointed furiously to the pictures and then perfectly imitated a pitcher's throw.

*Yeah! Baseball!* I signed. He copied my sign. *Baseball*.



After that first session, I began to infuse Sam with language: American Sign Language. We started with the finger alphabet. We practiced forming the letters with our hands, matching them to the written letters, spelling our names and items in the room. *What are you sisters' names?* I asked. Sam

shrugged. After an email to his mother and some practice, Sam could tell me: C-A-S-E-Y and H-A-N-N-A-H.

We learned colors and numbers. We learned shapes, animals, and food. We worked on answering questions.

*Are the Yankees going to lose tonight?* I signed. *No!* He signed sharply, giggling.

In the early sessions, there was a lot of gesturing. A lot of manipulatives. A lot of real-life examples. We tasted honey to learn *sticky*. We left a teddy bear sleeping in the corner of my room to learn *hibernate*. We got in and out of boxes to learn prepositions. We stepped on leaves to learn *crunchy*. With this newfound language, Sam's previous use of tantrums came to a halt. A playful personality started to show through.

Sam proved to be a quick learner. We used sign language to build his literacy skills. Soon, he could read and write simple sentences. He began learning harder language concepts.

*Why did the Titanic sink?* I signed. *Because too many compartments filled with water,* he responded.

Once we had a strong foundation for language, we began to target speech production in CV and CVC words. Sam had a diagnosis of apraxia of speech. This meant that his brain wasn't properly informing his mouth how to move for speech. When he would grope, his mouth unsure of how to produce the phonemes, I would show him the sign. With that visual, he was able to produce the word. We built up to CVCVC words with carrier phrases, so that Sam was able to make functional statements and requests in spoken English.

When I look at him now, four years later, sitting among his classmates in my push-in session, I am overwhelmed by how far he has come. His dark hair is still tousled. His cochlear implants still have Yankees stickers on them. But now, when I ask him a question, instead of a blank stare or shrug, his long arm shoots into the air, bouncing with impatience to respond.

I call on him. *White light is a division of seven colors,* he signs. *That's right. That's how we see a rainbow.* I smile.

Sam came to me like most of my other students do: severely language deprived. He was eight years old, with bilateral cochlear implants, unable to speak, sign, read, or write. A developmentally and cognitively typical child, he was using tantrums to communicate.

When he was given a visual language that his brain so desperately craved, he was finally able to blossom into the curious, goofy, and capable child that he is today.

## Did you know?

**Did you know that using fingerspelling (the manual alphabet) helps promote children's early literacy skills?**

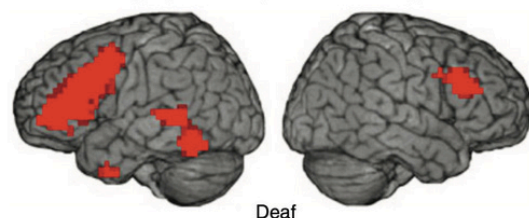
Fingerspelling represents letters of printed words. It is beneficial for children to fingerspell themselves, but even more so if they can understand words when a person fingerspells to them. To read more about this, check out an article published by [Dr. Thomas Allen & Dr. Donna Morere \(2020\)](#).

**Children learn to read fingerspelled words twice.** The first time, they will view fingerspelled words as whole units (i.e., shapes). Then, when they learn to read and write, they recognize that fingerspelled words are composed of individual letters. However, do not wait until you think your child understands you; Instead, go ahead and start fingerspelling. The earlier you expose your child to fingerspelling, the better. To read more about this research, see [Dr. Padden's chapter \(2005\)](#).

Neuroscience findings demonstrate that seeing fingerspelled words and reading printed words activate identical areas in the brain.

Read more about findings by Emmorey, McCullough, & Weisberg, (2015)  
In *Visual Sign Phonology* (Dr. Laura-Ann Petitto and team, 2016)

A. Fingerspelled and printed words conjunction



**FIGURE 5 |** Conjunction maps projected onto a template brain, showing overlapping regions of activation for fingerspelled words and printed words in deaf readers.<sup>31</sup>

## Check out VL2'S Research Brief on FINGERSPELLING

Click here for [PDF](#) or view an ASL version of this brief:  
[YouTube](#).

Also available in. [Spanish](#) and [Mandarin](#).

VISUAL LANGUAGE & VISUAL LEARNING  
RESEARCH BRIEF 1  
JULY 2010



## THE IMPORTANCE OF FINGERSPELLING FOR READING



See more examples of how children learn how to read by way of fingerspelling: Fingerspelling Development From Baby to Preschooler



## Do you want to practice fingerspelling?

If you have an iPad, you can download VL2 Storybook Apps. Each vocabulary word in the stories include a signed and fingerspelled translation.

([www.vl2storybookapps.com](http://www.vl2storybookapps.com))

Another site to practice fingerspelling is <https://www.lifeprint.com/asl101/fingerspelling/>

## What you can do NOW with your child.

Do not avoid fingerspelling with your child because you think she/he will not understand you. GO ahead and fingerspell, but use picture or point at object to further illustrate these concepts. For example, "Do you want chicken with R-I-C-E?" (Point to rice.) "Do you want "Y-O-G-U-R-T?"

When talking with family members on ZOOM or WEBCAM, tell your child, "That's your Aunt E-R-I-N," "That's your cousin J-E-R-E-M-Y," etc.

When talking about TV shows, spell them out, (e.g., "Do you like "D-O-R-A?"). If your child does not recognize the name of the show, you can describe it. (e.g., "Do you know the girl the girl with short brown hair? That's D-O-R-A." Alternatively, you can show the child a picture of Dora.

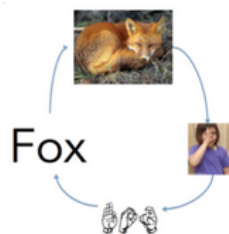
Play games, too! Fingerspell a word and ask the child to match it with the real-life object (e.g., "Where is D-A-D? B-O-O-K? B-A-L-L? N-O-S-E? B-E-L-L-Y-B-U-T-T-O-N? A-P-P-L-E? M-I-L-K? Y-O-G-U-R-T?"

Before shopping, you can tell your child that you are going to "V-O-N-S." Then at Vons, you can point to the storefront sign and spell, "V-O-N-S". Point out objects in the store and spell them, too.

Expose the child to printed words using fingerspelling (e.g., "Find the letter F in fish"; "Show me the word "B-A-L-L"; "How do you spell that (point at the word)?"

When going for a walk, point out street signs and ask, "What does that sign say? "E-P-S-I-L-O-N W-A-Y."

## Enjoy learning together!



Point to a picture of a fox, sign 'fox,' fingerspell F-O-X, and point to the printed word "fox." Doing so enables your child to add new information to what s/he already knows.

## Note to Teachers & Interpreters working with students via distance learning.

You can show the printed word (via screen share) or on a paper, sign and spell them out several times. Ask them to spell back to you. Show connections between signed, fingerspelled and printed words. Ask the students to spell the word back to you.

Interpreters should continue fingerspelling a word until students understand what it means. Afterwards, both parties can use a mutually agreed upon sign for the word.

# Zoom fatigue is something the deaf community knows very well

From: <https://qz.com/1855404/zoom-fatigue-is-something-the-deaf-community-knows-very-well/>

May 13, 2020

Zoom meetings. FaceTime calls. Birthday parties, coffee chats, game nights, and happy hours over video chat.

As work and life events go remote, people are increasingly sharing the feeling of “Zoom fatigue.” Little do they know they’re experiencing a sliver of what the deaf and hard of hearing undergo every day.

It’s called “concentration fatigue,” a concept audiologists and researchers have expanded on.

“It’s not necessarily persistent fatigue but surely a measurable increase in listening effort,” Mario Svirsky, professor of hearing science at NYU Langone Health medical center, told Quartz. “A little noise in the background can bring you over a tipping point where communication becomes much more difficult and you have to do a lot of work. You may participate in a meeting focusing on everything for the full two hours and, at the end, you are wiped out.”

While virtual interaction can be uniquely taxing on its own, the reasons why people experience it are similar to the reasons why the deaf community encounters exhaustion.

Posts about “Zoom fatigue” mention struggling with non-verbal cues. This frustration is relatable to how hard of hearing individuals have to accurately lipread, view sign language clearly, or get an unobstructed view of faces and body language.

Others point out the stress in understanding what is said with choppy audio, time delays, or pixelated

video. The deaf community encounters this difficulty in nearly every setting, like they’re piecing together a jigsaw puzzle.

“If you’re just missing one or two words or a little bit of information, it can have a snowball effect,” NYU Langone postdoctoral fellow Ariel Hight, who has hearing loss himself, told Quartz. “You can imagine that’s going to affect how well you perform in a meeting or with friends.”

“Zoom fatigue” is also about the feeling of always having to be “on.” The endless video calls for work or leisure are exhausting. It’s similar to—but not

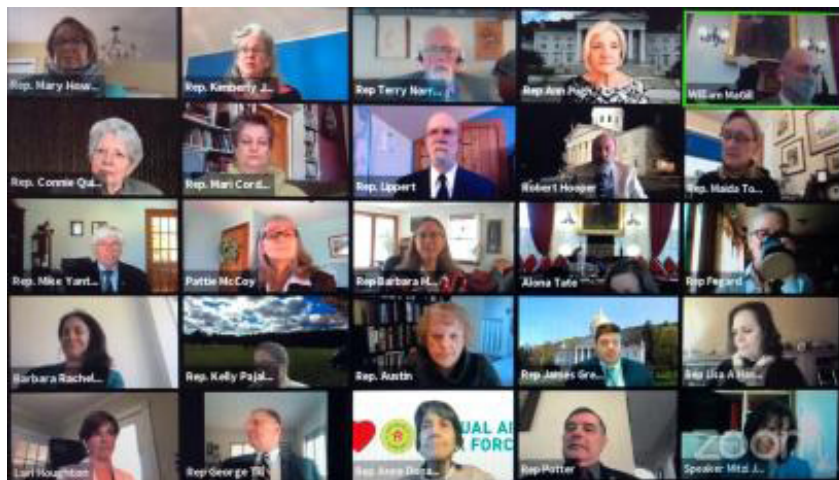
nearly the same as—how deaf and hard of hearing individuals never stop working in processing sounds, despite the barriers, and translating what they mean throughout each day.

Svirsky added that people surrounded by foreign languages or cultural differences

face comparable difficulties and exhaustion.

Some of the advice specifically given to address “concentration fatigue” could be applicable to anyone.

Hight suggested being “proactive with the people you work with about communication.” Cameras should be kept on, with ideal lighting, and maybe supplemented with captioning services. Post-meeting transcriptions can lessen anxiety about taking notes as well. And both Hight and Svirsky stressed something more basic—the power of rest and unplugging to alleviate fatigue.





## Dual Language Educational Apps

from

Sign2Read Literacy Initiatives Inc.

<https://www.sign2read.com>



**HandsUP! ASL Word Wall** is a vocabulary building tool that supports sign and print word learning in a bilingual context: American Sign Language (ASL) and English.

This unique interactive visual dictionary includes over 700 preloaded picture/printed words that are categorized and displayed by the ASL phonological parameter of handshape (not alphabetically in English).

This format allows signers to use handshape to search for a sign that they know in ASL and are learning to read and spell in English.

### EDUCATIONAL BENEFITS:

- Provides literacy learners an accessible entry point to develop a growing core of words that become part of a signing, reading and writing vocabulary.
- Facilitates sign language phonological analysis skills to anchor sign and print vocabulary in long-term memory.
- Increases engagement and motivation for mastering sign and/or print vocabulary.
- Encourages independence as students work with words in reading and writing.
- Can be used effectively across grade levels and subjects areas.

### DESIGN DETAILS:

- **Handshape (HS) Classification System** Includes the 43 most common handshapes in ASL. Words are categorized and displayed by Handshape for easy reference.
- **Preloaded dictionary** of over 700 words and images.
- **Add a word feature.** Personalize the ASL Word Wall by adding new vocabulary words using built-in drawing tools, your device's photo library/gallery, or your device's camera.
- **Create multiple word walls** to organize different subject area vocabulary (e.g. Writing, Science, Math, Art).
- Includes a **Drag N' Drop game** for targeted sign and/or print vocabulary practice with 2 game play options: *Picture mode* and *Text mode*.



<https://apps.apple.com/ca/app/handsup-asl-word-wall/id1501783147?ls=1>



# Give Us a Sign

## ASL instructor Nigel Howard has been front-and-centre in BC for his work interpreting during the coronavirus pandemic.



FROM: <https://www.uvic.ca/news/topics/2020+asl+translator-nigel-howard+news>

Nigel Howard is sheepish when you mention his fan clubs.

Since the American Sign Language (ASL) interpreter and instructor at the University of Victoria started interpreting for the BC government's daily COVID-19 updates, several social media pages have sprung up in appreciation, the largest of which has 3,700 followers.



Nigel Howard (right) has earned thousands of fans for his expressive interpreting during the BC government's daily COVID-19 briefings. Photo: BC Government

"It has been a big surprise and very unintentional. I'm here to provide a professional service," Howard says in a telephone interview through fellow interpreter Sara MacFayden.

"My goal is that everything the speaker is trying to deliver to the people of BC is accessible to deaf people who are ASL users."

Howard emphasizes that teamwork is essential. During the daily updates, Howard relies on his co-interpreter, MacFayden, whose first language is English, to accurately sign spoken information from government officials to Howard.

It's then the job of Howard, who was born deaf and whose first language is ASL, to use visual grammar and tone to convey a culturally and linguistically nuanced interpretation to ASL users who are deaf throughout BC.

While many fans are enamoured by his animated interpreting and facial expressions, Howard says it's important to understand that Deaf people experience the world visually.

Born in Vancouver, Howard studied psychology at UBC and travelled to England for graduate studies at the University of Bristol's Centre for Deaf Studies. A deaf colleague coaxed Howard into enrolling in a course for ASL instructors. Howard has been teaching for the 30 years since, including as faculty at Douglas College for 24 years and in linguistics at UBC.

In 2009, Howard started teaching ASL courses at UVic. Last year, the university celebrated ten years of offering the popular courses, which are delivered by UVic's Department of Linguistics in partnership with Continuing Studies.

Close to 1,900 students have completed ASL courses over the years, and Howard hopes that UVic will one day offer them as a minor.

ASL course coordinator Sandra Kirkham said Howard and fellow instructor Tim Lane are known for creating a strong sense of community in the classroom. "Nigel's enthusiasm, and positivity in the classroom, is infectious," Kirkham says.

Besides teaching at UVic, Howard has served as the deaf interpreter for plays at the [Phoenix Theatre](#), starting with *The Wind in the Willows* in 2007. He usually interprets for at least one play each season—except that time he was called away to interpret for the Vancouver Olympics' closing ceremonies—and has extensive experience in theatre across North America.

A strong advocate for his community who also has interpreted in court and medical settings, Howard wants to dispel the myth that people who are Deaf are deficient because they cannot hear.



Health Minister Adrian Dix and Deaf interpreter Nigel Howard. Photo: BC Government

"I want to do my part to educate people that deaf people are a linguistic and cultural minority. We are not inferior in any way to other people," he says.

Next time you see Howard's interpreting, remember you are watching a person fighting for a language he believes deserves better recognition. "People need a language that is accessible to them in order to develop an identity as a human being," he says. "Language is what connects us to the world and to other people."



That's a big difference between us and hearing people. Hearing people live a more audio-based life. Deaf people's communication with each other is from one visually orientated person to another.

— Nigel Howard, ASL interpreter and UVic instructor

# Here's why you've been seeing "Listen to Nigel" posters around town

From: <https://www.vancouverisawesome.com/vancouver-news/seeing-listen-nigel-posters-around-town-2262537>

Vancouver Is Awesome Editorial Cartoonist Geoff Coates created a fun cartoon of the charismatic interpreter, which shows him explaining physical distancing.



Photo contains image by V.I.A. Editorial Cartoonist Geoff Coates

Nigel Howard, Dr. Bonnie Henry's expressive sign language interpreter, captivates audiences during the daily provincial COVID-19 response briefings. Not only is he providing an important service, but he does so with remarkable passion and enthusiasm.

Vancouver Is Awesome Editorial Cartoonist Geoff Coates created a fun cartoon of the charismatic interpreter, which shows him explaining physical distancing. The cartoon says "you" and "me" with Howard's fingers spread apart, and underneath the caption reads: "Listen to Nigel."

Vancouverite Eric Buchanan lives in the West End with his partner. Much to his dismay, he's seen countless people ignoring Dr. Bonnie Bonnie Henry and Nigel Howard's advice.

"We are pretty much living in the epicentre of people not physically distancing themselves from others. I am sure you recall seeing English Bay making national news a few weeks ago with people disregarding Dr. Henry's call that everyone distances themselves and stay home," writes Buchanan in an email to V.I.A. "I find it really disturbing how people are disregarding what medical experts and scientists are telling them what to do to save their own life and the lives of others. We are a community in crisis, and we must respond as a community by listening to Minister Dix, Dr. Henry, Dr. Tam, and Nigel Howard."

In order to cope with the COVID-19 pandemic, Buchanan started putting up "Listen to Nigel" posters around the city. He wanted to find a way to help, and he also has lots of friends in the "high risk" group. He adds that he really misses his barber - Veronica at Iron Lung.

"At the start of the pandemic, Geoff Coates' editorial cartoon popped up on social media where everyone loved it. I know people have been commenting that they would love for it to be a t-shirt," he writes. "The artwork just pops brilliantly, the irony of listening to a person who is signing, and the message is so clear that it is not lost in translation. I saw this as an opportunity to support a local artist and a few small businesses like Vanprint and West End Paint & Hardware."

Buchanan remarks that Howard provides an incredible public service, and adds that he finds it endearing that so many people are drawn to his expressions as he speaks his language even if they may not understand ASL.

Buchanan says that the COVID-19 pandemic has been mentally and socially stressful for himself and his partner. He states that his partner recently had their hours and salary reduced. However, the business he works for has increased his hours. Further, his work is public facing which makes him wary of individuals who come into the office and how he interacts with them.

"I am also very concerned for my friends and family. Like I said, many of them are high-risk individuals who have a range of underlying medical conditions such as asthma, hypertension, immunosuppression, and Leukemia. When I look out into my neighbourhood and I do not see people distancing themselves, it will irk me - to say the least - because they are putting my friends and family at risk," he writes.

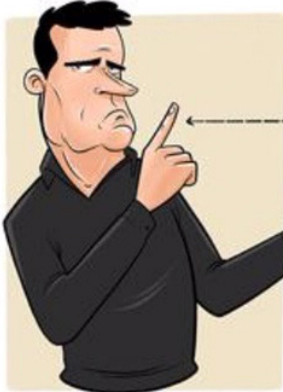
"From my experience, we are also witnessing the structural inequalities in our society coming to the forefront. This pandemic is showing who are most vulnerable, who is taking the brunt of the social and economic damage caused by this pandemic and our unwillingness to take this seriously. If we "Listen to Nigel" to encourage people to do the right thing, then maybe this will help mitigate some damage."



# Poster's & T-shirts & Where's Nigel Colouring Sheets

for purchase at: [www.bcisawesome.com](http://www.bcisawesome.com)  
portion of proceeds are donated to Deaf Children's Society

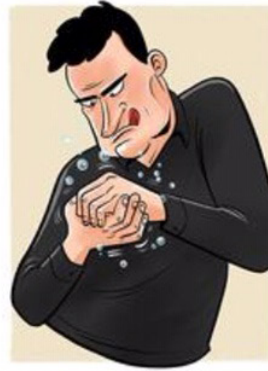
## LISTEN TO NIGEL!



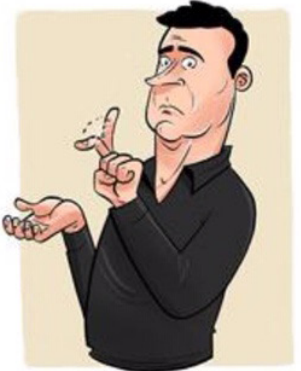
Avoid close contact with people who are sick, and practice social distancing.



Cough & sneeze into your sleeve and not your hands.



Wash your hands often with soap and water for at least 20 seconds.



Use alcohol-based hand sanitizer if soap & water are not available.



Try not to touch your eyes, nose or mouth.

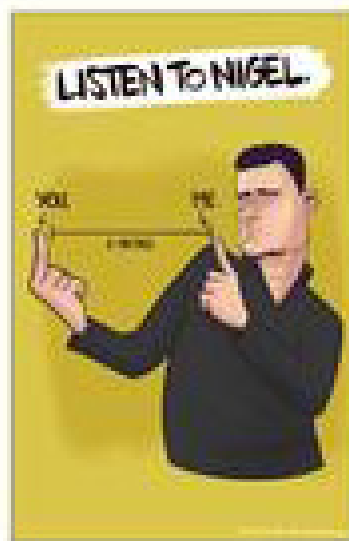


Follow the advice of your local public health authority.



Avoid non-essential travel outside Canada and consult travel health notices.

Cartoon Credits: see: [www.bcisawesome.com](http://www.bcisawesome.com)





FROM: Language First Lab

<https://languagefirstlab.com/professional-resources/2020-conference>




2020 LANGUAGE FIRST CONFERENCE PRESENTERS



DR. MATTHEW HALL



DR. JULIE HOCHGESANG



DR. CHARLOTTE ENNS



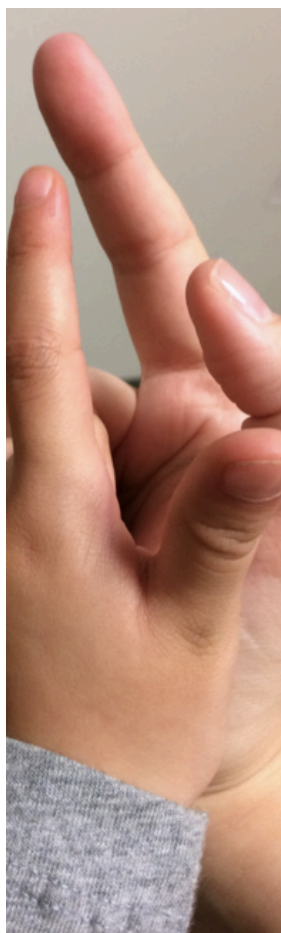
DR. MATTHEW DYE



ANNA LIM FRANCK



DR. DAVID QUINTO-POZOS



2020 LANGUAGE FIRST  
CONFERENCE FOR

SLPs Who Know  
ASL

November 7-8, 2020

DIGITAL CONFERENCE

Two half-days of presenters,  
networking, and breakout  
sessions

Saturday and Sunday  
1:00 pm EST - 7:00 pm EST

Register at  
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Questions? Email  
[languagefirstlab@gmail.com](mailto:languagefirstlab@gmail.com)



Language First Conference Prices		
	Early Bird (ends 6/30/20)	Regular (ends 10/21/20)
Single Day (Saturday or Sunday)	\$60.00	\$75.00
Both days (Saturday and Sunday)	\$110.00	\$140.00

Email [languagefirstlab@gmail.com](mailto:languagefirstlab@gmail.com) for  
more information.

Students: email  
[languagefirstlab@gmail.com](mailto:languagefirstlab@gmail.com) for  
information on a student rate.

May 29<sup>th</sup>, 2020

Dear families and Community Service Partners,

BC Family Hearing Resource Society (BCFHRS) is thankful to the Ministry of Children and Family Development (MCFD) for releasing a One-Time Only (OTO) lump sum amount of \$750,000 to provide the much needed early intervention services for Deaf and Hard of Hearing children across the province of British Columbia. These funds will be shared with two other specialized agencies that BCFHRS subcontracts with to help cover the immediate shortfall currently facing service providers in BC. Based on the OTO funds and the subcontracted amount:

- Children's Hearing and Speech Centre of BC will receive 18% of the funds for 18% of the children served for a total of \$422,165.
- Deaf Children's Society will receive 17% of the funds for 8% of the children served for a total of \$390,542.
- BCFHRS will receive 65% of the funds for 73% of the children served for a total of \$1,500,077.

We will continue to work with MCFD to find a long-term funding solution to manage the increased caseload pressures and service costs associated with early intervention services provided to Deaf and Hard of Hearing children across BC.

If you have questions or concerns, please do not hesitate to contact me.

Sincerely,



Noreen R. Simmons, Ph.D., RSLP  
Executive Director

**Vancouver Satellite Centre**

#262- 3665 Kingsway, Vancouver, BC, V5R 5W2  
PH: 604-428-7949 FAX: 604-428-7950  
EMAIL: [info@bcfamilyhearing.com](mailto:info@bcfamilyhearing.com)

**Main Surrey Centre**

15220 - 92nd Ave., Surrey, BC, V3R 2T8  
PH: 604-584-2827 FAX: 604-584-2800  
Toll Free: 1-877-584-2827  
EMAIL: [info@bcfamilyhearing.com](mailto:info@bcfamilyhearing.com)

[www.bcfamilyhearing.com](http://www.bcfamilyhearing.com)

**Victoria Satellite Centre**

#320-702 Fort Street, Victoria, BC, V8W 1H2  
PH: 778-265-8909 FAX: 778-265-8908  
EMAIL: [vicinfo@bcfamilyhearing.com](mailto:vicinfo@bcfamilyhearing.com)



# ASL Beginner Online Classes for Staff working with Deaf and Hard of Hearing Students in BC



Summer 2020 Schedule

July 6th to July 17th (Mon - Fri)

9:30 am to 10:30 am

or

11:00 am to 12:00 pm

[Click to Register for ASL Summer 2020](#)



## Provincial Family Services

### Provincial Deaf and Hard of Hearing Services

For families who have school-aged deaf, hard of hearing and deafblind children

# Summer 2020

PFS offers a full range of programs and services: Family and Parent Support, Children and Youth Services and Language Development. We provide services in individualized or group settings. Our programs vary every program cycle; however, if any of the programs below do not work for you and your family, please contact us at [fs@gov.bc.ca](mailto:fs@gov.bc.ca) for specific service requests or general inquiries.

(For families with Deaf, Hard of Hearing, Deafblind children aged 5 – 23)

\*Families with deaf, hard of hearing and deafblind children aged 0-5 can register for some of the classes if space is available.

## Resources

Deaf Youth Today: On-line

<https://www.fndc.ca/summercamp>

Family Network for Deaf Children

<https://www.fndc.ca/>

Open School BC - Learning from Home

<https://www.openschool.bc.ca/keeplearning/>

Deaf Hard of Hearing Well-Being Program

<http://deafwellbeing.vch.ca/>

Provincial Outreach Program for Deaf and Hard of Hearing

<https://www.youtube.com/watch?v=M-R2WN5KtxE>

*All services will be provided  
on-line.*

## Introductory ASL for Siblings

**Age:** 8-12

**When:** Tuesdays and Thursdays, starting June 23-July 16 (no class June 30/July 2)

**Time:** 3:30 pm - 4:30 pm

**Instructor:** Erin Bentley

**Platform:** GoToMeeting (Instructor will send you a link)

## Parent to Parent Group

**When:** Tuesdays, June 23 – July 28 (no session on June 30)

**Time:** 10:00 am - 11:00 am

**Platform:** ZOOM (facilitator will send you a link)

**Facilitator:** Kathy Glover and Guest Speakers

**Topics:** This will be an opportunity for parents to connect with each other and discuss various topics. More information upon registration.

## Early Transition Information Night

Do you have a little one starting Kindergarten in Fall 2020? If you want to learn more about services and resources for your deaf or hard of hearing child and family, please register at [FS@gov.bc.ca](mailto:FS@gov.bc.ca).

**When:** June 29, 2020 at 7:00 pm

**Facilitator:** Kathy Glover and Guest Speakers

**Platform:** ZOOM (Facilitator will forward you a link)

## Youth Programs

**Topic:** Driver's Study Group

**Who:** Deaf and Hard of Hearing Youth or Young Adults age 16-23 who are almost ready to write their test.

**When:** July 6-10

**Time:** 2:00 pm - 3:00 pm

**Facilitator:** Erin Bentley, Register at [FS@gov.bc.ca](mailto:FS@gov.bc.ca)

# On-line American Sign Language Classes (5 Weeks)

Registration Deadline: June 12, 2020 at [FS@gov.bc.ca](mailto:FS@gov.bc.ca)

**June 22 – July 30, 2020 (No classes June 29 – July 3)**

*(Equipment required: Personal Computer, Lap Top or iPad with camera capability. Platform – GoToMeeting)*

## Introductory ASL

When: Tuesdays, June 23  
Time: 10:00 am - 11:00 am  
Instructor: Heather Kimola

When: Thursdays, June 25  
Time: 11:30 am – 12:30 pm  
Instructor: Heather Kimola

## Conversational Beginner I

When: Tuesdays, June 23  
Time: 1:00 pm – 2:00 pm  
Instructor: Heather Kimola

When: Wednesdays, June 24  
Time: 10:00 am - 11:00 am  
Instructor: Heather Kimola

## Conversational Beginner II

When: Wednesdays, June 24  
Time: 3:30 pm - 4:30 pm  
Instructor: Heather Kimola

When: Thursdays, June 25  
Time: 6:30 pm - 7:30 pm  
Instructor: Heather Kimola

## Conversational Beginner III

When: Tuesdays, June 23  
Time: 10:00 am - 11:00 am  
Instructor: Roger Chan

When: Thursdays, June 25  
Time: 10:30 am – 11:30 am  
Instructor: Roger Chan

## Conversational Intermediate I

When: Tuesdays, June 23  
Time: 1:00 pm - 2:00 pm  
Instructor: Roger Chan

When: Wednesdays, June 24  
Time: 3:30 pm - 4:30 pm  
Instructor: Roger Chan

## Conversational Advanced

When: Wednesdays, June 24  
Time: 10:00 am - 11:00 am  
Instructor: Roger Chan

When: Thursdays, June 25  
Time: 6:30 pm - 7:30 pm  
Instructor: Roger Chan



Provincial Deaf and Hard of Hearing Services

[FS@gov.bc.ca](mailto:FS@gov.bc.ca)  
[www.gov.bc.ca/deafandhardofhearing](http://www.gov.bc.ca/deafandhardofhearing)



# Modal Math's Person of the Month: Katie Boornazian

<https://www.modalmath.com/post/person-of-the-month-katie-boornazian>

**What is your educational background?** I was born and raised in central Connecticut. When my parents found out I was Deaf, I received early intervention services and started school through CREC when I was three years old. I moved back to my home district for 2nd grade and was mainstreamed through high school. I had intensive speech therapy services with an FM system and an itinerant teacher. I got accepted to RIT's College of Imaging Arts and Sciences in 2005 and began my bachelor's degree in Graphic Design. While I was there, I was exposed to sign language for the first time. I became friends with many Deaf people, and got involved, joining a sorority and other clubs. I decided to pursue an ASL minor my sophomore year. By senior year, I knew my passion for design was not as strong as it was for ASL and the overall Deaf culture. I began working towards my masters in Deaf Education the fall after graduating with my bachelor's degree, and graduated in Spring 2011.



**What accomplishments are you most proud of, as a Deaf individual?** My biggest accomplishments have to be getting into RIT with a scholarship, earning my master's degree in Deaf Education and landing my dream job. It took a while to get there, but everything I did in between, I've learned from and carried with me. Now I focus on my students' progress and accomplishments every day, and I love what I do.

Also, I have a shop of materials made just for Deaf Ed, you can check it out on Instagram at [@thekbootique](https://www.instagram.com/thekbootique) or on TeachersPayTeachers here: [www.teacherspayteachers.com/store/kbootique](https://www.teacherspayteachers.com/store/kbootique)

**How did ASL help you reach your goals?** ASL helped me reach goals I never knew I had. Growing up, I always knew I was different, and I spent my entire childhood trying to fit in. I was friendly with a lot of kids, but I never truly belonged to any one group. When I started learning sign language, I started developing a better understanding of my own identity. One thing led to another. I changed my major in college and I found my best friends. Having interpreters at events allowed me to understand everything,

instead of making it all up in my head. I teach Deaf and hard of hearing kids every day and am pretty active in the DHH community. ASL gives me the accessibility to live my best life.

**What is your all time favorite sign? Why?** My friends will tease and say BUT, because I always have an opinion and different perspective on everything! It's hard to choose just one sign, as it is a beautiful language. I love animal signs - I love that most of them show some kind of characteristic the animal has.

**How has being Deaf/HH helped you in life?** Helen Keller once quoted, "Do not let your obstacles master you, rather you become the master of your obstacles." This was my high school senior yearbook quote, and it still rings true in so many ways. I feel because of experiences related to being Deaf, some not always good, I've learned to be resilient and compassionate toward others. In the last 15 years or so, I've met so many amazing Deaf and hard of hearing people from all over the world. The networking opportunities are never-ending in the Deaf community, and ultimately led me to the dream job that I have today.

**How do you think technology is helping Deaf kids learn today?** I believe that technology opens up many doors for Deaf children, especially in differentiation. Students are able to complete assignments because they have access to so many different programs and modalities, giving them the tools that work to help them succeed. I think once students are comfortable using technology, they develop a confidence and understanding that technology will go a long way in their lives.

**What is some advice you have for young Deaf children?** Don't be afraid to try new things! Join clubs and after school activities. Regardless of your communication preference, go to an overnight camp that is just for the Deaf and hard of hearing! Going to camp was the highlight of my summers growing up. Being surrounded by other Deaf and hard of hearing kids helped me grow more confident, accepted, and comfortable with who I was.



# Talk with your hands

Learn sign language and become an ally to the Deaf community



Learn a new language. Expand your career opportunities and communicate with Deaf friends, family members, clientele and colleagues.

For over 45 years, VCC has been teaching American Sign Language—the unique language of the Deaf. VCC is renowned throughout North America for its quality programs and experienced instructors.

## Full-time program

The 10-month program is designed for those who have learned some basic ASL, but who wish to study the language more intensely with an aim to develop fluency.

- Learn about Deaf culture and the Deaf community
- Develop public speaking skills
- Examine potential career opportunities

## Part-time classes

Learn conversational ASL skills with classes that suit your schedule.

- Introductory evening classes offered two times per year
- Six-week summer intensive offered in July

For more information contact the ASL and Deaf studies department, 604.871.7000, ext 7443, or email [signlanguage@vcc.ca](mailto:signlanguage@vcc.ca)

VANCOUVER  
COMMUNITY  
COLLEGE

VCC.CA

# A Needed Addition to Language Development in Mainstream Settings

Anna Trupiano

It's the first day of school and you walk into the kindergarten class you've been assigned to interpret in. Before school started, the itinerant teacher of the deaf told you that they believe the student is at a lower language level. Now here you are, standing in front of the adorable five-year-old Deaf student. You begin to sign enthusiastically to get to know them. However, you quickly realize that your student is not at a lower language level; they have no language. At all. They don't know their name. They don't know what a boy, a girl, or a teacher is. They don't know

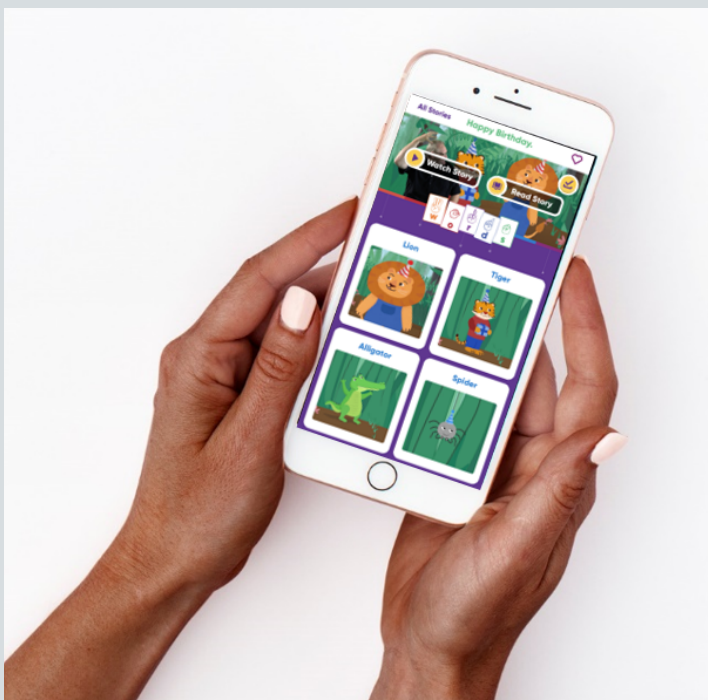
what *sit* means. They can't conceptualize what a school is. But they **are** able to sign *blue*...for the wrong color.

The teacher calls the students to the carpet and your student has enough awareness to follow what the other students are doing. The teacher starts explaining an icebreaker game. Your student stares blankly at the teacher, not understanding who you are or why they would look at you. What do you do? Where do you even start trying to communicate what is happening? How do you make up for five years of language deprivation?

This is a situation that many

educational interpreters know all too well. To add more complication to an already overwhelming situation, in mainstream settings there is no time devoted to teaching Deaf students American Sign Language and there are very few opportunities for incidental learning from Deaf adults and peers.

Ethically, interpreters are bound to facilitate language access between hearing and Deaf clients in the room. That is all. In a situation like this, however, it is truly impossible to interpret to a student has minimal language. Not to mention how devastating it is to watch a young child fall



## New Technology for Learning ASL

The Max ASL app is the perfect way for parents and educators to connect with Deaf children. Max ASL is ideal for all children ages 0-5 and anyone learning ASL. It utilizes a whole story approach to bring stories to life in American Sign Language.

Max ASL stories combine text, art, and language to promote literacy and communication in a visual and vibrant way! There are fifteen stories available to help children learn both ASL and English grammar and vocabulary. Download the app now, and find out more at [www.maxasl.com](http://www.maxasl.com).

## A Needed Addition

impossibly far behind their peers and become socially isolated.

So whose responsibility is it to teach these Deaf students ASL, especially if there is no ASL in the home? The first people the district might employ are a teacher of the deaf (TOD) or a speech-language pathologist (SLP). However, due to a lack of SLPs and TODs that are fluent in ASL, these professionals can be difficult to find. If they do exist, they are often overloaded with students and can only provide thirty minutes to an hour of intervention services, if that. Even if that level of intervention is present, the disparities that language deprivation creates cannot be mitigated.

The general education teacher could be another option. Unfortunately, general education teachers often do not have any training in American Sign Language, deaf education, or Deaf culture.

In an ideal world, there would be an ASL specialist or a Deaf mentor that would work with these students daily on their language. To really make dramatic changes in a student's life, hiring an ASL specialist or Deaf mentor would be the most impactful first step. However, the reality is that those positions are almost unheard of in our current educational landscape.

I believe that we need an additional certification for

educational interpreters or certified Deaf interpreters (CDIs) to work with minimal language or language deprived Deaf students. These professionals might be called "language models" as opposed to interpreters when working with this population.

The language models, who would ideally be Deaf adults working one-on-one with the student(s) all day, will have received additional training in language acquisition, child development, basic educational concepts, and strategies to best help students develop their language skills. This would give those interpreters more flexibility to work with students at their language level and develop language in a more natural way.

The language model would work closely with the teacher, speech-language pathologist, and other team members, updating them on what students are capable of and where they need additional support. During direct teaching time, it would require less actual interpreting and more of an interactive, educational conversation with the Deaf student to build language and continuously gauging what the student knows. During independently work time, language models could work to teach language through many different methods, including interactive play, role-play, games, conversation, etc.

Students would need to be assessed often to monitor

language development in ASL, and perhaps a certain language level would have to be met in order to transition back to interpreting services in the classroom without the need for language model services.

While I truly believe that the best placement for the large majority of Deaf students is in a bilingual bicultural environment at a school for the deaf, I am also aware of the different factors that can prevent that from happening. I have seen the reality of the educational world and I understand that this plan is not ideal. However, it might provide some needed intervention until hiring ASL specialist or Deaf mentors becomes more common.

I do want to insert a disclaimer here: I am a hearing deaf education teacher, and while I have a lot of passion for the field as well as a variety of experiences and perspectives, the true experts in deaf education are Deaf individuals who are in the field. If there is ever going to be any real, positive change made in the deaf education world, they are the ones to consult.

Plans like this are more complicated than an article is able to communicate, and will require more dialogue and collaboration. This is just the beginning of an idea, but perhaps it will prompt a discussion.

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**Anna Trupiano** is a former interpreter now working as a teacher of the deaf. Contact her at [anna.b.trupiano@gmail.com](mailto:anna.b.trupiano@gmail.com).





# FAMILY NETWORK & OUR SUMMER PROGRAM, FOR DEAF CHILDREN & DEAF YOUTH TODAY

June 2020

Dear FNDC members, DYT camper families and newsletter subscribers:

## Re: MEMBERSHIP RENEWAL DATES

All FNDC membership expire on June 30, 2020. We decided to change our membership dates to coincide with our Summer DYT Program. It's that time of year for FNDC memberships (July 1, 2020 to June 30, 2021).

***Our Board of Directors feel that families benefit greatly from our low cost Deaf Youth Today summer programs and all the information and articles we keep you up to date on. For this reason, becoming a member of FNDC shows your belief in our organization, is valued and vital.***

As a non-profit society, we are required to have formal memberships. Membership lets us know that you believe in what we are doing for deaf and hard of hearing children, youth and their families in British Columbia!

FNDC has been the catalyst to many of the changes and services that families currently receive and benefit from. We continue to "inform and educate" by writing letters, consulting and information sharing to ensure that deaf/hard of hearing children and their families have access to sign language classes, counselling, family support, better TV/movie theatre captioning & government videos, Video Relay Services, improved literacy, the right to qualified interpreters, post secondary opportunities. The list is endless (and the work ongoing) when it comes to access and inclusion for our deaf and hard of hearing children!

***Your membership says you believe in what we are doing and is an indicator that you support us!*** FNDC's Summer Program: Deaf Youth Today (DYT) provides social/recreational programs for deaf children, leadership opportunities for deaf youth and is the leading employer of deaf students during the summer months.

We keep our costs to a minimum by working from home offices, sharing a FNDC cellphone and applying for grants to employ deaf students as DYT summer staff. We do this because we believe that parents make huge financial sacrifices (ie gas costs, significant travel time, time off work) driving your children daily to attend our DYT Summer Program. Your membership fees and donations help us with the costs incurred in website maintenance, workshop planning, newsletter production and our DYT Summer Program.

We are extremely grateful for donations. If you wish to receive our newsletter and ongoing email updates please make sure that you add [fndc@fndc.ca](mailto:fndc@fndc.ca) to your "safe sender's list" and email address book.

**To pay online:** [www.fndc.ca/membership](http://www.fndc.ca/membership)

**To download the form and mail:** go to [www.fndc.ca](http://www.fndc.ca), click "MEMBER" and download the form.

Thank you for your continued support!

*Cecelia*

## FNDC FAMILY NETWORK FOR DEAF CHILDREN

PO Box 50075, South Slope RPO  
Burnaby, BC V5J 5G3

T: 604.684.1860 [voice/text message line]

Email: [fndc@fndc.ca](mailto:fndc@fndc.ca) Website: [www.fndc.ca](http://www.fndc.ca)

# FNDC MEMBERSHIP FORM

## July 1, 2020 - June 30, 2021

☐ \$10.00 includes newsletters & updates by Email **ONLY**

☐ \$35.00 includes newsletters by **MAIL** & updates by Email

### WHICH TYPE OF MEMBERSHIP?

You may use this form or pay for your membership online at: [www.fndc.ca/membership](http://www.fndc.ca/membership)

☐ Voting Member: Parent/guardian of deaf/hh child

☐ Non-Voting Member: Individual or organization

Note: voting members are parents/legal guardians of a deaf/hh child. One vote per family.

Birth year of your deaf/hh child: \_\_\_\_\_. *If you are unable to pay at this time, please just let us know!*

NAME

ADDRESS

CITY/PROVINCE

POSTAL CODE

EMAIL

TEL/CELL#

Check if text only ☐

**Note: Please add [fndc@fndc.ca](mailto:fndc@fndc.ca) to your "safe sender's list" You will receive our email information via MAILCHIMP. Please add Mailchimp to your safe sender's list too!**

### DONATIONS

You may donate using this form and mail to FNDC or you may also donate directly at [www.fndc.ca/donation](http://www.fndc.ca/donation)

I would like to make a charitable donation of \$\_\_\_\_\_ (income tax receipts will be issued for donations over \$10.00). Thank you for your continued support. (Charitable Registration No. 88622 5655 RR 0001)

### PAYMENT METHOD

You may pay your membership using this form and mail to FNDC or you may also renew your membership online at [www.fndc.ca](http://www.fndc.ca)

☐ Mastercard



☐ Visa



☐ PayPal



☐ Cheque \*

CHARGE CARD #

EXPIRY [MM]

[YYYY]

SIGNATURE

TOTAL AUTHORIZED PAYMENT

\* Please make your cheque payable to **FNDC Family Network for Deaf Children**

**FNDC Family Network for Deaf Children**

PO Box 50075, South Slope RPO Burnaby, BC V5J 5G3

Phone: 604 684-1860 voice/text message

Email: [fndc@fndc.ca](mailto:fndc@fndc.ca) Website: [www.fndc.ca](http://www.fndc.ca)



## What is FNDC all about?

Family Network for Deaf Children (FNDC) is a parent run, non-profit, charitable organization supporting families with deaf and hard of hearing children that use sign language or are interested in learning sign language.

Even though technology and methodology have changed over the years, we seek the wisdom of parents, professionals and Deaf/HH adults so that common themes of “access, equity and a sense of belonging” continue to be highlighted in areas such as: social/recreation, leadership, education, employment, general services and community involvement.



## What is Deaf Youth Today?

Deaf Youth Today (DYT), is FNDC's summer social/recreational program and is committed to providing recreational experience and leadership opportunities for deaf and hard of hearing youth in British Columbia that use sign language for all or part of their communication or who are interested in learning sign language.

## FNDC Board of Directors

Hester Hussey .....	Mentor, Advisor
Colleen Peterson .....	Board President   <a href="mailto:colleen@fndc.ca">colleen@fndc.ca</a>
Nicki Horton .....	Director
Karen Jackson .....	Director
Charlie Coyle .....	Director
Joy Santos .....	Director
Gwen Wong .....	Director
Laura Batista .....	Director
Leigh Chan .....	Director
Dan Braun .....	Director
Bobbi Taylor .....	Director
Pauline Anderson .....	Director

**The Board of Directors are parents of deaf children.**

## FNDC Staff

Cecelia Klassen .....	Executive Director   <a href="mailto:cecelia@fndc.ca">cecelia@fndc.ca</a>
Bella Poato .....	Executive Assistant   <a href="mailto:accounting@fndc.ca">accounting@fndc.ca</a>
Scott Jeffery .....	Info Tech Manager FNDC/DYT   <a href="mailto:scott@fndc.ca">scott@fndc.ca</a>
Jason Berube .....	Newsletter Tech & IT Support   <a href="mailto:webmaster@fndc.ca">webmaster@fndc.ca</a>
FNDC .....	General Inquiry   <a href="mailto:fndc@fndc.ca">fndc@fndc.ca</a>

## DYT Staff

DYT (General Inquiries) .....	<a href="mailto:dyt@fndc.ca">dyt@fndc.ca</a>
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## Membership (Paid)

Membership is open to those who support the goals of our Organization.

- \* Our membership is open to individuals, schools, and organizations. Parents/guardians of deaf and hard of hearing children are eligible to vote.

## Join Our E-Mail List (for free)

**Join our email list (for free) and receive:**

- \* Our newsletter (which is published four times a year)
- \* Email Updates regarding upcoming workshops and courses, children & youth programs as well as community updates

## Contact Us

**Contact us below and be added to our email list or to request a membership form:**

**Family Network for Deaf Children**

P.O. Box 50075 South Slope RPO

Burnaby, BC V5J 5G3

604-684-1860 (voice/text message)

[www.fndc.ca](http://www.fndc.ca) (website) [fndc@fndc.ca](mailto:fndc@fndc.ca) (e-mail)