Family Network for Deaf Children & Our Summer Program, Deaf Youth Today

WINTER

Winter (Feb 2021)

COVID-19

Are Deaf & Hard of Hearing Children & Youth Doing OK?

It's been almost one year with the impact of COVID-19 in all our lives and oh what a year this has been! A year of hunkering down in our homes and feeling the effects of social distancing and isolation on ourselves and in our families.

Many articles have been written about adults and children in regard to the effects of COVID on our mental health and well-being. I'm sure you have read a few while taking a break from Netflix bingeing (yes, I checked the spelling of that word) or having a Zoom cocktail hour with a friend.

My thoughts, prior to a few days ago, were "day-to-day life this year is a bit crappy, but I'm doing just fine". Then, a COVID survey arrived in my email inbox and I thought what the heck – why not do it so I can validate that I'm doing great!

All those "How are you feeling" questions popped up on my screen – so I began checking off the boxes. Now … if you had asked me about my thoughts at that very moment, I would have said that I was feeling pretty good – not sad or anything. I was just feeling like all of us: Fed up with one year of COVID restrictions and no end in sight.

Imagine my surprise when I began checking off words like: bored, trapped, uncertain, fatigued, monotonous, hopeless, lack of motivation instead of my normal pre-COVID positive words! I'm still in shock from the survey words I chose.

The checklist took me by surprise that COVID is actually having a bigger effect on my life than I realized. I'm an adult with years of lived experience and knowledge on how to access resources and support if I need it and I have a spouse and friends that I regularly share my thoughts with.

Then, I starting thinking, what about deaf and hard of hearing children and youth?

"The association between language development and emotion understanding is well known (Harris, De Rosnay, & Pons, 2005), and DHH children's language difficulties have been suggested to contribute to their delayed emotion understanding (Dyck, Farrugia, Shochet, & Holmes-Brown, 2004)."

The Journal of Deaf Studies & Deaf Education www.ncbi.nlm.nih.gov/pmc/articles/PMC5881266/

SO … IMAGINE children, particularly DHH children who may not yet be able to express or label their feelings? How are they doing? Do we just use **very basic feeling words or signs** with our children (happy, sad, tired, mad, angry etc.)? Do our DHH children understand the signed and/or spoken words like: withdrawn, hopeless, hopeful, anxious, isolated, powerless. They are probably feeling these emotions, but do they know HOW to express and share these emotions with you?

My impromptu survey was an eye opener, recognizing that my feelings were not the typical basic emotions that one automatically thinks of – they are a few more levels down, ones that I hadn't really taken the time to identify for myself this year. Again, it made me wonder, do DHH children have the extended vocabulary to understand their emotions beyond the basics?

Children are often the 'barometer' in our homes – picking up on any pressures/stresses and changes they feel around them. Add to it that DHH children visually focus more intently on facial expression for added information. Our emotions are on display for our children to see and often they take on those unspoken feelings in the home. If unable to communicate their feelings, children usually display changes in behaviour (withdrawal, frustration, whining/crying, changes in sleep patterns etc.)

Remember it is vital that we model emotions to our children. This is especially important for DHH children who may not hear the words or see the sign language for these in-depth "feeling" words. Make it your goal to try to say out loud and/or sign your feelings visually for your DHH child to see (during the moment of your emotion). I admit this is hard for many of us that grew up not sharing our emotions very much.

Begin with practising. Google "emotions" and print off visual examples. Look through books and magazines guessing and labelling emotions. Draw pictures, take photos – do whatever it takes to identify feelings. Play "emotions & feelings" charades. This is an opportune time to practise your ASL facial expressions. Try some role play - re-enacting various scenarios with you (acting as the child) and your child (acting as the parent). Share how you feel.

I am not an expert at all in this area – but as parents it is our responsibility to be checking in with our children, figuring out how they may be feeling, helping them identify feelings and let them know we understand, especially during this unique pandemic time in our lives.

Don't assume everything is ok. Don't assume that all children are resilient. Don't assume that your child will just walk up to you and list off how they feel. This takes practice and work.

You don't have to do this alone! Remember that the Deaf, Hard of Hearing & Deaf-Blind Well-Being Program is there for you and your DHH child/youth. Don't hesitate to contact them. www.deafwellbeing.vch.ca

I'm feeling very hopeful today!

Stay safe,

Cecelia

The unknowns for DYT Summer 2021

Deaf Youth Today (DYT) began our Summer 2021 planning this past week. As you can imagine, this is a huge task as there is so much that we don't know about Summer 2021.

The things that we wish/hope/dream for:

- Family Camp 2021
- Our 5 night Kids' Camp at Hornby Island
- Day Camps in person

The reality is that we just don't know what will happen. DYT is making plans for PLAN A and PLAN B and even a PLAN C if necessary. We truly wish we could give you more information, but we promise will we keep you updated by email as often as we can.

We honestly don't think our DYT Summer 2021 program info will be announced until May or even June, as we will need to wait to hear what Dr. Bonnie recommends and what the rules/restrictions our Canada & BC Governments have in place for this Spring/Summer.

One thing we know for sure, is that Summer 2021 will have some online Camp-in-a-Box programs as they have been super successful and are perfect for meeting the needs of our DHH campers that live outside the Lower Mainland.

We have worked really hard to offer Fall, Winter and Spring online programs for free for DHH children, teens and families. These have been a HUGE success! (see the next 2 pages with our February events, which are almost all full already). Thank you to Hilary Potter for her organization and hard work with these programs!

DYT will also be offering programs in March and then we will take a break in April and May as Summer planning will take priority.

Reminder: All our programs are in ASL. In addition, we also have a sign language interpreter online for DHH children that use spoken English but are open to being in an ASL environment.

If you have questions, concerns or suggestions, please send us an email at: dyt@fndc.ca

DEAF YOUTH TODAY (DYT)

Virtual Programs for Deaf & Hard of Hearing Kids & Youth

DYT programs are led by DYT staff/mentors in an ASL environment.

FREE, but you must register!

To register: email dyt@fndc.ca with your child's name, age, school and if they are requesting an English voice interpreter.

Required: access to Zoom/Internet

DANCE PLAY (DHH ages 5 to 8)

February 4, 11, 18 and 25, (6:00 – 6:45 pm)

Join DYT and Dance Specialist Kyra Newton, the director of Blissful Dance, for 4 sessions of *Dance Play*. Participants will have fun while learning the basic dance fundamentals of jazz, creative movement and hip-hop in a creative and enjoyable environment. ASL interpreter will be provided for each week. Maximum 8 participants, first come first serve.

Teen Valentine Trivia (DHH ages: 11 to 16)

Saturday, February 13th (7pm to 8pm)

Valentine Trivia done "Family Feud" Style. Join us see if you can figure out the best answers! AND of course, prizes to be won

Maximum 12 participants

Teen Fun Night (DHH ages 11 to 16)

Friday, February 26th (7 to 8 pm)

Join us for one hour to play games and win prizes!

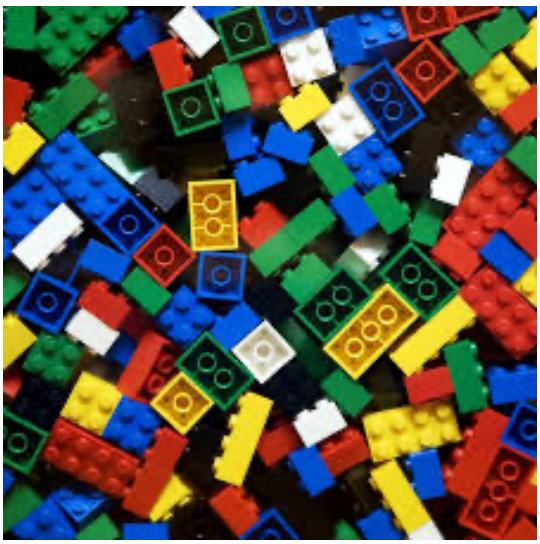
Maximum 12 participants

Valentine's Event-in-a-Box (DHH ages 5 to 8)

Friday, February 12th (6 to 6:45 pm)
Arts and Crafts related to Valentine's Day along with some fun interactive games led by our DYT leaders. Boxes will available for pick up or mailed.
Maximum 8 participants

Valentine's Event-in-a-Box (DHH ages 9 to 11)

Friday, February 12th (7 to 7:45 pm)
Arts and Crafts related to Valentine's Day along with some fun interactive games led by our DYT leaders. Boxes will be available for pick up or mailed.
Maximum 8 participants



Lego Challenge Event (DHH ages 5 to 8)

Monday February 22nd (6 to 6:45 pm)
Get ready for a Lego Challenge! Use your imagination as our DYT leaders will lead you through some fun Lego challenges. Boxes will be available for pick up or mailed.
Maximum 8 participants

Lego Challenge Event (DHH ages 9 to 11)

Monday February 22nd (7 to 7:45 pm)
Get ready for a Lego Challenge! Use your imagination and test your speed as our DYT leaders will lead you through some fun Lego challenges. Boxes will be available for pick up or mailed.
Maximum 8 participants

These programs are made possible by funds received from the Vancouver Foundation

vancouver foundation

FNDC & DYT

Virtual Programs for Deaf & Hard of Hearing Kids & Youth
DYT programs are led by DYT staff/mentors in an ASL environment.
FREE, but you must register!
To register: email dyt@fndc.ca with your child's name, age, school and if they are requesting an English voice interpreter.
Required: access to Zoom/Internet

DEAF AND HARD OF HEARING CHILDREN IN *K-12* SCHOOL SETTING

Come and learn about access and support systems for Deaf and Hard of Hearing children in the education system. Tips and resources to support your child's Individual Education Plan and experience in the classroom will be shared.

Register at FS@gov.bc.ca by Feb 23.

February 24, 6:30-8:30pm via ZOOM

ASL interpreters and captioning provided.

Let us know if you need different language interpreters.

Workshop offered by:

Family Network for deaf children & our summer program, deaf youth today

British Columbia | Ministry of Children and Family Development

Harry Potter™

and the Deaf World!

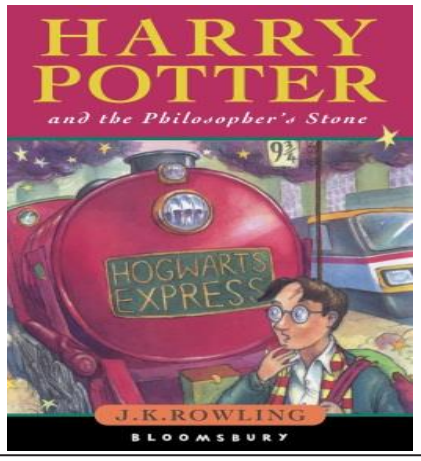
For: Families of Deaf and Hard of Hearing children, youth and young adults

Presenter: Christy Jeffery, M.Ed

Details: Compare the fascinating world of Harry Potter and the Deaf World. Christy will be comparing both worlds and how it applies to Deaf and Hard of Hearing community. The concept of Deaf Gain will be applied.

Date: **Saturday February 27th, 2021**

Time: 9:30 am – 11:30 am



Register at FS@gov.bc.ca
(Deadline: February 23)

Captioning and ASL/English interpreters are provided.

(If you need a different language interpreter, please contact us.)

In Partnership with:

Family Network for deaf children & our summer program, deaf youth today

Regina woman named first Canada Research Chair in Deaf Education

Jan 11, 2021
https://leaderpost.com/news/local-news/regina-woman-named-first-canada-research-chair-in-deaf-education

"I always thought that I would never be in that category of being an accomplished scholar so I just thought, 'Well, I'll just read.'"

Joanne Weber, artistic director of Deaf Crows Collective in Regina and assistant professor of education at the University of Alberta, stands near her home in Regina, Saskatchewan on Jan. 9, 2020. Photo by BRANDON HARDER /Regina Leader-Post

Growing up deaf and struggling through the mainstream education system, Joanne Weber thought academia was a world she would never enter.

Supports in schools for students like her were non-existent at the time, she said. That was in the 1960s, and Weber said she was part of the first generation of deaf children in Saskatchewan whose parents wanted them to go through the mainstream education system rather than through a separate program.

From her first day of kindergarten to the day she graduated high school, Weber — who was born profoundly deaf — said she never understood what her teachers or classmates were saying.

Instead, she took her education upon herself.

"I read my way through school. I just read. I just took books home and I studied," Weber said in a recent interview.

"What that did for me was it cultivated a love for learning that was independent of marks … I always thought that I would never be in that category of being an accomplished scholar so I just thought, 'Well, I'll just read.'"

She completed a bachelor of arts in English literature at the University of Saskatchewan (U of S) in this way, reading her way through textbooks because she couldn't understand her professors. A master of library sciences from the University of Alberta (U of A) followed, even though that was not where her passion lay.

What Weber really wanted was to be a teacher, but she didn't know how she could do that without being able to hear her students.

At the age of 25, Weber hit a breaking point and realized she was trying to be a hearing person, which led to what she called a "solitary existence." But a few years later, she met a woman who challenged her to accept her deafness and encouraged her to learn American Sign Language (ASL).

Weber did, and in doing so, discovered a community to which she felt she belonged.

"That was a journey toward being immersed in real life, being involved in the community," she said.

"That's when I decided to become a teacher of the deaf."

After learning ASL, Weber returned to the U of S and completed a bachelor of education degree.

For nearly two decades since, she has worked as a resource room teacher with Regina Public Schools, working with teens who are deaf or hard of hearing.

She also became the artistic director for Deaf Crows Collective and received her PhD in language and literacy education from the University of Regina (U of R).

Now she's adding another achievement to her resume: being named the first Canada Research Chair in Deaf Education, a position she said makes her feel like a kid in a candy store.

In this newly created research chair, Weber plans to explore how inclusive education can incorporate more dialogue and self-expression for deaf students, particularly through the arts.

"In the education system, I really saw over and over again the problems related to language deprivation. Language deprivation is when you are exposed to language … but you don't necessarily understand it," she said, noting she plans to continue her work with the Deaf Crows Collective as part of this work.

Having this research chair established is a step forward for the entire deaf community, Weber said, and she attributed its creation to the decades the deaf community has spent fighting for recognition and support in the academic world. She also expressed gratitude to the U of R and U of A for supporting her in her research.

"This is really, really significant and I think the deaf community is just really pumped by all of this because it's a big step forward, not only for me, but all of the deaf community across Canada and the world," she said.

BC Buddies Movie Event - February 20 2021

This year, the winter BC Buddies event will be held

virtually on February 20th 2021 for participants ages 6 to 12. We will playing a series of games together and watching a movie online starting at 1pm!

Please note
1. There is limited space. Registration is first come first serve, so register early!
2. This event will be held online, but we will see each other's faces, with closed captions provided.
3. If you are suggesting a movie, please type up movies that are ~90minutes (1 hour and 30 minutes), give or take 15 minutes. Nothing over 2 hours please!
To Register: https://forms.gle/JbomCX8CV5RZSLjTA

BC PROVINCIAL OUTREACH PROGRAM FOR DEAF & HARD OF HEARING STUDENTS

*****NEW - Save the Date: Deaf and Hard of Hard of Hearing Connections Week 2021**

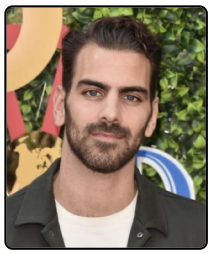
BRITISH COLUMBIA
PROVINCIAL OUTREACH PROGRAM
DEAF & HARD OF HEARING

- Friendship Day - April 7, 2021
- Optimist Competition - April 8, 2021
- Itinerant TDHHs Conference - April 9, 2021

All events will be held online, via Zoom. Details and registration coming soon.

NBC Developing a Drama Based on Nyle DiMarco's Life

Dec. 19, 2020
https://www.vulture.com/2020/12/nbc-developing-drama-based-on-nyle-dimarcos-deaf-family.html



If you say the words "NBC scripted biographical series" three times, the Young Rock balloon will find you. But we're willing to risk it to report that NBC is developing a drama series based on the life of Deaf U executive producer and deaf activist Nyle DiMarco. Deadline reports that the series, titled Look at Me, will be "an ensemble drama about a multi-generational deaf family, living under one roof, and their hearing daughter-in-law and granddaughter who move in after a change in their circumstances."

DiMarco, who won the 22nd seasons of both America's Next Top Model and Dancing with the Stars, will executive produce alongside writers Tom Donnelly and Josh Oppenheimer.

DiMarco's involvement in a production capacity hopefully means that the show will have deaf representation on the crew and throughout the production. As DiMarco told Vulture back in October, there were "no deaf people behind the camera" in the early stages of Netflix docusoap Deaf U before he got involved and brought more deaf people into the production. The show eventually filmed with a 50 percent deaf crew, "which is unprecedented in the entertainment industry." Look At Me sounds like the stuff This Is Us programming blocks are made of.

ASL Basics for Kids

Okanagan Regional Library

Description: Have you ever wanted to learn sign language? Now is the time! Learn the basics of American Sign Language and gain exposure to deaf culture in a fun, engaging, creative way. Your experienced teacher will use rhymes, stories, and games to help you learn a new language.

Registration required Financial assistance provided by the Central Okanagan Foundation.

Dates: February 6, 20, March 6, 20 - Time: 10:30-11:30 am
Location: Online using Zoom

Registration: https://orl.evanced.info/signup/list?df=list&nd=30&kw=ASL

Contact info: 250-765-8165

SIGN with Me Story Time (ASL)

Okanagan Regional Library

Enjoy story time while learning American Sign Language. Join in for stories, songs, rhymes and games presented in both American Sign Language and English.

Registration required: You must register for each one individually to receive the email to access each Zoom meeting.

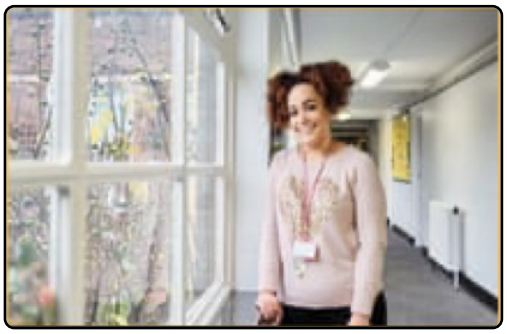
Financial assistance provided by the *Central Okanagan Foundation*.

Dates: February 6, 20, March 6, 20 - Time: 9:30-10:00 am
Location: Online using Zoom

Registration: https://orl.evanced.info/signup/list?df=list&nd=30&kw=ASL
Contact info: 250-765-8165

Inspiring others: the deaf teacher who is breaking down barriers

The Guardian: https://www.theguardian.com/100-teachers/2021/jan/29/inspiring-others-the-deaf-teacher-who-is-breaking-down-barriers#img-2



Alysha Allen tells Emma Sheppard why being a deaf teacher in a mainstream school helps her bring a twist to lessons that builds bonds.

Alysha Allen almost didn't make it through her teacher training. The 33-year-old, who was diagnosed as profoundly deaf when she was two, was daunted by the prospect of having to spend six weeks in a mainstream primary school. "I thought it wasn't going to work," she says. "I almost gave up on the whole teaching thing at that point."

Fortunately, her tutor helped her organise a placement at Brimsdown primary in Enfield, north London, a mainstream school with a hearing impaired resource base (known as the HIRBiE team). All of the children at the school are taught British Sign Language (BSL), and signing workshops are run for staff and family members. The school also has a team of communication support workers to help deaf children communicate with hearing staff and children.

For Allen, the school's inclusive ethos was just what she needed to thrive. She has now been there for three years, and was recently named New Teacher of the Year at the TES School Awards 2020, as well as picking up a special contribution award from the Maths Hub, a national programme that aims to spread excellent practice in teaching the subject. "It's a bit surreal," she says of the recognition.

As a child, Allen initially attended a mainstream primary school, before transferring to a boarding school for deaf children when she was nine. "The classes were smaller, and we all sat in a horseshoe so you could see everyone," she says. "I loved it." She later passed her 11-plus and went on to another specialist residential school – the Mary Hare school in Newbury, Berkshire.

"Everything is down to my mum really," Allen says. "She made sure that I had speech and language therapy, found the right schools for me, pushed me to sign and learned to sign herself too. She brought me up to work twice as hard and that's just something I've accepted. I get really embarrassed when I'm told I'm an inspiration."

Allen hadn't considered teaching as a career until she started volunteering one day a week at a special educational needs school. One afternoon, she was asked to cover for a teacher who was poorly. "My deputy head at the time said I was a natural and that I should think about becoming a teacher. But it was right at the time my friend and I wanted to go travelling." Those words of encouragement stayed with her though, and when she returned from her backpacking adventure, Allen signed up to do her degree and teacher training at Middlesex University.

Allen had expected to return to a special educational needs school once she qualified – until she found Brimsdown. "With special needs education there's a lot of repetition, but in a mainstream school everything moves much more quickly. I really enjoy the pace of things and the fact that every day is different," she says.

"At the beginning I was panicking because there were so many pupils, and I was worried I'd never learn all their names – let alone be able to read their lips. I had moments where I thought I couldn't do it, but as I've gotten to know them and they've gotten to know me, there's been a transformation."

Her connection with her pupils has helped during the pandemic. "Teaching in lockdown has been challenging for me but I am proud of my class, who are trying their best. I belong in the classroom and cannot wait for things to get back to normal."

Sign language and practical tasks help Allen get her message across at Brimsdown primary

Working in a school that values diversity has allowed Allen, who teaches year 3, to be creative with her methods and bring some "deaf culture" into the classroom. "We all have sign names – a visual representation of your name," she says, miming putting on lipstick, which stands for "Miss Allen". "I explained to my class that it's normally something about your appearance, something you like doing or something else about you. It's really helped the three deaf girls in the class. I'm so proud I've been able to do that."

Visualisations and practical tasks – such as creating "human sentences" to learn about word order – are other ways in which Allen brings a bit of herself to class. In human sentences, a group of children are each given a word to hold and have to arrange themselves in the right order. "I learn through visual memories, and I think we need to do that little bit extra to help children remember," she says.

The school has found that BSL can act as an inclusive communication tool, particularly for children who have additional needs such as autism, or those who don't speak English as a first language – something that's relevant in Allen's school, where 44 languages are spoken.

Looking ahead, Allen would like to see mainstream teachers spend time in a special educational needs school during training. "There are many more children coming to school with extra needs," she says. "And my experience of special educational needs is half the reason I teach a little bit differently."

Above all, Allen likes to think she plays a role in teaching her pupils how to show empathy and develop a sense of community. "I want them to understand that being different is not a bad thing. I want them to grow up and leave school being good citizens with good moral compasses."

To others considering a career in teaching, she is resolute: "Go for it. Whether it's primary, secondary, mainstream or special needs, be passionate and put your best into it. All children need a role model, and whatever background you come from, even if you think you haven't got anything to offer, you do."

GALLAUDET UNIVERSITY
CENTER FOR CONTINUING AND ONLINE EDUCATION

DS DEAF STUDIES DIGITAL JOURNAL DJ

AUDISM WEBINAR SERIES

Audism: An Introductory Framework

February 10th, 2021 7:30PM - 9:00PM Eastern Time
Registration Deadline: February 8th, 2021
Payment Deadline: February 9th, 2021
Dr. Dirksen Bauman and Dr. Genie Gertz

Intersection Between Racism and Audism

February 24th, 2021 7:30PM - 9:00PM Eastern Time
Registration Deadline: February 22nd, 2021
Payment Deadline: February 23rd, 2021
Dr. Laurene E. Simms

Psychological Impact of Audism

March 17th, 2021 7:30PM - 9:00PM Eastern Time
Registration Deadline: March 15th, 2021
Payment Deadline: March 16th, 2021
Dr. Peter C. Hauser

Audism in Deaf Education

March 24th, 2021 7:30PM - 9:00PM Eastern Time
Registration Deadline: March 22nd, 2021
Payment Deadline: March 23rd, 2021
Tawny Holmes Hlibok, Esq.

Audism in the Workplace

April 7th, 2021 7:30PM - 9:00PM Eastern Time
Registration Deadline: April 5th, 2021
Payment Deadline: April 6th, 2021
Gary Malkowski, M.A., L.H.D.

Audism in the Arts

April 21st, 2021 7:30PM - 9:00PM Eastern Time
Registration Deadline: April 19th, 2021
Payment Deadline: April 20th, 2021
Dr. Olivier Schetrit

Audism in the Deaf Community

May 5th, 2021 7:30PM - 9:00PM Eastern Time
Registration Deadline: May 3rd, 2021
Payment Deadline: May 4th, 2021
Dr. Benjamin Bahan

Register online: www.gallaudet.edu//ccoe/audism

Why Deaf Education Matters:

Including Deaf Students with Disabilities

By Flavia Fleischer, Rachel Friedman Narr, and Will Garrow

Annie* *is a 5-year-old student with significant physical and cognitive disabilities, and she is deaf**. She attends a kindergarten class in her neighborhood school with hearing students with disabilities and a one-to-one assistant who signs. Annie's parents use sign language with her, and they've provided her with cochlear implants in the hopes that she will be able to access and acquire spoken language, too. Though she doesn't say many words that other people understand, Annie uses her voice and many sign approximations to make her needs and wants known. She is also learning to use a Picture Exchange Communication System with her signs to make her wants and needs clearer. She is engaged with and responsive to her environment.*

Frankie* *is a 10-year-old fourth grade student with Down syndrome, and he is hard of hearing. He uses spoken language to express himself; he has hearing aids but doesn't always use them. Frankie sits in his local school class and appears engaged; however, for several years he hasn't made much progress on his Individualized Education Program goals. He reads simple words and enjoys looking at pictures in books. Frankie doesn't have many friends, and his parents have been unimpressed with his progress. He receives itinerant services from a teacher of the deaf who serves him in a classroom for hearing students with moderate disabilities. The itinerant teacher of the deaf doesn't know much sign language.*

Photos courtesy of Dana Rhinerson and Tanya Bliven

Flavia Fleischer, PhD, is a professor and chair of Deaf Studies at the California State University, Northridge (CSUN). She started at CSUN in 2011 as department chair and is serving her third consecutive term in that position. Fleischer's professional interests center on American Sign Language (ASL), ASL linguistics, deaf education, and Deaf culture studies.

Rachel Friedman Narr, PhD, is a professor of deaf education at the California State University, Northridge (CSUN). She began her work at CSUN in 2003 and started the Deaf Education and Families Project in 2007. Her professional interests include teacher preparation, investment in public education, and outreach and education for families with children who are deaf or hard of hearing.

Right: Deaf elementary school students with disabilities work on literacy learning activities.

FNDC 13 Winter • 2021

PHOTO CREDIT: DANA RHINERSON

Deaf education—having deaf students educated in an environment in which they are with other deaf students as well as deaf adults—matters. This environment allows for Deaf Community Cultural Wealth (DCCW), the knowledge, skills, and tools that a community passes down from one generation to the next, to be acquired by the deaf students (adapted from Yosso, 2005). Annie and Frankie—and every deaf student with a disability—are members of the Deaf community and thus should have access to the Deaf community with its generational DCCW. For deaf students, this usually comes most effectively through deaf education.

However, instead of educating deaf children through deaf education, educators and administrators measure deafness against other forms of disability, decide which is most severe, and use that decision to determine placement. The practice of determining a primary disability and addressing it within neighborhood public schools contradicts what we know about how deaf children learn. Without an environment that builds on their visual and/or spatial strengths, Annie and Frankie are not only missing easily accessible language that is critical; they are missing exposure to and interaction with other deaf individuals. In their "inclusive" classrooms, they interact only with hearing adults and children. The visual and/or spatial needs of deaf children are ignored.

Not Just Language
Deaf Community Cultural Wealth

DCCW, as framed by Fleischer, Garrow, and Friedman-Narr (2015), reflects not only the invaluable human right to an easily accessible language but also the critical cultural knowledge gleaned by deaf individuals through centuries of navigating and networking through environments that are designed for those who hear. DCCW allows deaf individuals to flourish in hearing-centered spaces, including schools and other organizations in our society.

Deaf school children, including those deaf children with disabilities who function in all-hearing environments, rarely have exposure or access to DCCW. They do not have access to

Will Garrow, PhD, is an associate professor of deaf studies at the California State University, Northridge, where he has taught since 2011. In his research and teaching, Garrow uses critical race theory to analyze different forms of social inequities to investigate and challenge the interrelated forms of oppression that the intersectional Deaf community faces.

The authors welcome questions and comments about this article at *Flavia.Fleischer@csun.edu*, *Rachel.Narr@csun.edu*, and *William.Garrow@csun.edu,* respectively.

peers and adults who are able to model, teach, and discuss with them how to navigate through society. As a result, they are less able to develop the essential tools that allow them to succeed in various environments, even those that have been labeled "inclusive."

For deaf children with disabilities and their families, access to DCCW is as important as it is for other deaf children. Too often we find deaf students with disabilities in placements determined by what mainstream educators determine to be "primary" disability, which can complicate the services students receive (Borders et al., 2015). When deaf students with disabilities are not in dedicated deaf education programs, they may not receive services that are appropriate for their innately visual and/or spatial ways of being (Humphries et al., 2014; Johnson, 2006; Lane, 1999).

It's not surprising that educational services for deaf students with disabilities have been characterized as scarce, problematic, and inappropriate (Szymanski et al., 2012). Jokinen (2018) encourages us to consider this issue using the United Nations Convention on the Rights of Persons with Disabilities. He states, "Truly inclusive education also means a transition from mainstream needs-based teaching to student needs-based learning" (UN General Assembly, n.d.). Student needs-based learning emphasizes navigating hearing environments through accessible information; it addresses how tiredness affects deaf students in hearing spaces (Bess & Hornsby, 2014), and it employs adults who possess DCCW and understand what it means to be a deaf learner.

Student needs-based learning emphasizes navigating hearing environments through accessible information; it addresses how tiredness affects deaf students in hearing spaces (Bess & Hornsby, 2014), and it employs adults who … understand what it means to be a deaf learner.

When a child has the confounding effects of insufficient access to language, educational programming is filled with obstacles. These include: initial challenges in identifying a disability, limited professionals with needed expertise, limited programs, and a pervasive "they don't fit here" mindset of professionals and administrators. Understanding and valuing DCCW accepts that dedicated deaf education classrooms are the most appropriate placement for deaf students with disabilities. Educators need to realize that education in sign language with deaf peers is the least restrictive environment for them. Allowing children like Annie and Frankie to be educated outside of the environment of deaf education arguably further disables them; educators have ignored how hard it is for students like them to gain information about their environments through audition.

Teachers of the deaf do need more training and skill to feel better prepared to welcome students like Annie and Frankie into their classrooms (Musyoka, Gentry, & Meek, 2017). However, no longer should excuses such as, *"He's not an ASL user …," "His other disability is more severe than his deafness …," "He doesn't fit here …," or "We don't do Deaf Plus here …"* be accepted. Placements for deaf children should include self-contained classes for deaf students with disabilities or placement in all-deaf classes in which students are on grade level and learning their state's core curriculum as well as residential and day schools for the deaf.

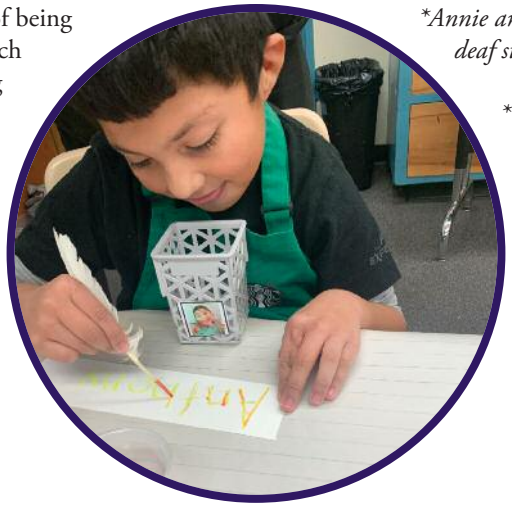
Deaf students with disabilities represent 40 percent or more of the deaf student population (Gallaudet Research Institute, 2013). Some of the more commonly identified disabilities include intellectual disabilities, learning, or health

Below: A deaf first grader with a disability practices sequencing. **Right:** Learning to write one's name is a beneficial academic skill and important life skill.

PHOTO CREDIT: LEFT, TANYA BLIVEN; ABOVE RIGHT, DANA RHINERSON

FNDC 15 Winter • 2021

and low vision as well as the conditions of being autistic and deaf-blind (Gallaudet Research Institute, 2013). We should be educating these children through a framework that centers on deaf education rather than a framework that centers on special education. We should allow families and students the opportunity to learn from and connect with deaf peers and deaf adults, and we should ensure deaf students with disabilities get the education—and the DCCW—to which they are entitled.



**Annie and Frankie are composites representative of deaf students the authors have known.*

***The term "deaf" in this article includes the various intersectional identities of individuals within the Deaf community. These include, but are not limited to, individuals of all ages who are D/deaf, hard of hearing, deaf-blind, or deaf with disabilities (sometimes referred to as Deaf Plus).*

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BRITISH COLUMBIA
PROVINCIAL OUTREACH PROGRAM
DEAF & HARD OF HEARING

COUNTDOWN TO Kindergarten

EDUCATIONAL OPTIONS AND SUPPORTS FOR STUDENTS WHO ARE DHH

8:00PM | Wednesday Feb 10, 2021 | 45-60mins
WEBINAR

Register here
Contact: tamara@popdhh.ca

Surrey Schools

An invitation to

Parents of Students who have Special Education Needs Entering Kindergarten in 2021

Welcome to the Surrey School District. Please join us for an evening of information:

February 9, 2021

6:00 p.m.

Online via Zoom:

https://zoom.us/j/7706119822?pwd=YlpISEhKQmE4ZUpReHRuV0hYWERqQT09

The evening will offer an opportunity to meet the Student Support staff and our contracted community support partners and acquire an overview of the range of support and services provided in our district. This will be the first step in building a partnership to facilitate a successful transition for your child into elementary school.

We will also offer break out rooms for you to hear from and connect with staff who provide specialized supports including those for children who are deafblind or have a hearing or visual difference; for children who require occupational therapy, physiotherapy, or nursing support services, for example; or for children who have autism and receive ABA support.

Sincerely,

Michelle Schmidt	*Diana DiCesare*	*Karen Gréaux*	*Colin Reid*	*Selma Smith*
Director of Instruction	District Principal	District Principal	District Principal	District Principal

LEADERSHIP IN LEARNING
Surrey School District 36 - Student Support - Education Services Department 14033 92nd Avenue, Surrey, B.C. V3V 0B7
Tel: (604) 596-7733 **Fax:** (604) 595-6105 **www.surreyschools.ca**

Surrey Schools

CASE-MANAGER ROLES & RESPONSIBILTIES
(For Parents)

Overview

Principals are ultimately responsible for the implementation of your child's educational program (School Act Regulation 5(7)(a)).

All students designated as having special needs, should be assigned a Case Manager. Students who have complex needs (e.g., there is a Paediatrician, Counsellor, or Key Worker involved), yet are not designated as having special needs, should also be assigned a Case Manager as doing so will help to create an integrated support plan.

It is preferable for a student to have the same Case Manager over several years. This helps to support relationship building, and the development and implementation of a coherent educational plan.

1. File Review

The Case Manager will be familiar with the information that is in your child's educational file, and is responsible for ensuring that important documents are stored there, and kept confidential.

2. Assessment

The Case Manager is responsible for administering assessments that inform your child's educational program, when they have the training to do so. If they do not have the training, they will refer your child to the person who does.

You will always be part of any decisions related to standardized testing. Standardized tests are those that are normed on large populations and score your son or daughter's performance in relation to those of other students of the same age who have taken the test. You must give your consent prior to any standardized testing. If you have any questions about assessments, please contact the Case Manager.

3. Individualized Education Plan (IEP)

Children have an IEP when their educational program looks different from that of most other students in the class. The IEP is a document that shows the goals for your child, and how he or she will meet those goals (e.g., what equipment, technology, materials, etc. will be required and who will work with your child). The IEP also describes what success will look like for your child, and how success will be measured. The Case Manager is responsible for coordinating the development, documentation, and implementation of your child's IEP. The Case Manager will contact you to invite you to participate in the development of the IEP.

4. School-Based Team (SBT) Meetings

When a student is having challenges at school, they may be referred to the SBT. The SBT is a team of school-based personnel who assist the Classroom Teacher in developing and implementing instructional strategies, to support your child. The Case Manager is responsible for gathering information about a student and presenting this information at SBT meetings as required.

The School-Based Team usually includes the Principal or Vice Principal, a Learning Assistance Teacher, a Classroom Teacher, and a Counsellor. Sometimes, you, your child, district staff, or representatives from the community will also attend. The Classroom Teacher, parent(s), Community Support Worker, etc., may initiate the referral.

The purpose of the SBT referral is to review a student's strengths and "stretches" (e.g., challenges), and to decide the steps that might be taken to ensure that your child develops his or her potential. Sometimes the SBT reviews your child's educational program and makes recommendations for counselling, or speech and language support. As a parent, you will always be consulted before recommendations for specific services such as speech and language support are implemented.

5. Education Assistant (EAs)/Applied Behaviour Analysis Support Worker (ABA SW)

The role of the EA or ABA SW is to support your child, *under the direction of their teacher(s)*.

The amount of support that your child will receive will depend on their needs. As you have seen, your child's needs change over time - and sometimes even on a day-to-day or moment-to-moment basis. As a parent you know your son or daughter best, and so it is really helpful when you talk to the Integration Support Teacher (IST) or the Principal about anything that you think will help your son or daughter to have a better day at school (e.g., your child is not feeling well, your child was up late the night before, etc.). Ultimately, the Principal is responsible for school-based resource allocation (e.g., EA and CYCW time); however, the Case Manager may be involved in this process.

6. Referrals to District Staff

The Case Manager is responsible for:

(a) Preparing referral forms and any documentation that needs to go to the Student Support department in order to access supports (e.g., School Psychology, Speech-Language Pathology, Occupational Therapy services, ABA SW requests, etc.). The Case Manager will always consult with you *prior* to making a referral for district support, and may require you to sign a document giving your consent for some types of referrals (e.g., School Psychology).

(b) Even though you were consulted prior to the Case Manager submitting the referral, some professionals (e.g., Occupational Therapy), will contact you prior to working with your son/daughter so as to ensure that they have "informed consent" (e.g., that you understand the work that they will be doing with your child).

7. Liaise

As you may have discovered, when children have complex needs, many different professionals (e.g., Children and Youth with Special Needs Social Workers, Occupational Therapists, Speech-Language Pathologists, Nursing Support Staff, Behaviour Consultants) may be involved. As a parent, it can be very challenging to keep track of who these people are, and their roles. If you have any questions about these people, the Case Manager is your "go to" person. This is because the Case Manager is responsible for:

(a) Acting as the liaison for your child. This means that they will connect with other school staff, district staff or members of any agencies or ministries that are involved with your child;

(b) Ensuring that you have provided written consent before school staff exchange information with individuals from outside agencies; and

(c) Planning for and facilitating transitions (e.g., if you move and your child transfers schools, when your child transitions from Grade 7 to 8, and when your child transitions from Grade 12 to post-secondary education and/or employment).

8. Integrated Case Management (ICM)

Integrated Case Management (ICM) refers to a team approach taken to coordinate various services for a specific child and his or her family through the development of a cohesive plan. The team should include all service providers who have a role in implementing the plan, you as the parent(s), and sometimes even the child. All members of the team work together to provide assessment, planning, monitoring, and evaluation.

The Case Manager is responsible for coordinating and chairing ICM meetings. At ICM meetings, the participants talk about your child's strengths and what is going well, and the factors that may create challenges for them. Through this discussion, the team will develop an effective integrated plan. ICM meetings may be held for any student when he or she is transitioning to Kindergarten, to another school, to Grade 8, or to adulthood.

When children have complex needs (e.g., medical, mental health, behavioural) two or more ICMs may be required per year. The Ministry of Education guidelines require documentation of at least one ICM per year, for students designated as requiring Intensive Behaviour Intervention.

For additional information pertaining to ICMs, please refer to the district document *Integrated Case Management (ICM)* or to *Special Education Services: A Manual of Policies, Procedures and Guidelines*.

If you want to learn more about the role of the Case Manager, please consult the following resources:

(a) Section C: *Special Education Services: A Manual of Policies, Procedures and Guidelines* (http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf);

(b) Ministry resource booklet: *Individual Education Planning for Students with Special Needs* (https://www.bced.gov.bc.ca/specialed/iepssn.htm);

(c) BC School Superintendents' resource booklet: *A Parent's Guide to Individual Education Planning*.

A Day in the Life of a (Live!) Captioner

https://www.ai-media.tv/a-day-in-the-life-of-a-live-captioner/?utm_content=152059079&utm_medium=social&utm_source=twitter&hss_channel=tw-45331214

Have you ever wondered what goes on behind the captions that appear at the bottom of your screen? Does a computer make them? Does a human make them?

The answer is, both! … It depends what type of captions you are seeing.

At Ai-Media, we make all of them – closed captions, live captions, streaming captions, Zoom captions, along with plenty of other services.

Among our most fast-paced and dynamic services is live captioning, which are captions delivered to screens in real time. To keep things running smoothly, coordinators run teams of captioners, and captioners in various parts of the world work at different times of the day to deliver captions to screens 24/7.

The job is complex and demanding, not to mention fascinating! Here's a little insight into a day in the life of an Ai-Media live captioner. We spoke to Live Enterprise Coordinator, Sage Parker, to learn more about it.

Planning the day (or night!)

Most captioners will not work a solid eight-hour work day! Captioning shifts are varied and can happen at different times. A captioner might have a single session and then a few hours' break, or they might have back-to-back sessions for several hours at a time.

"The variation in hours. That was my favorite thing when I was captioning," says Sage. So a captioner's schedule will look very different, depending on the day.

First things first: Wake up and check the schedule

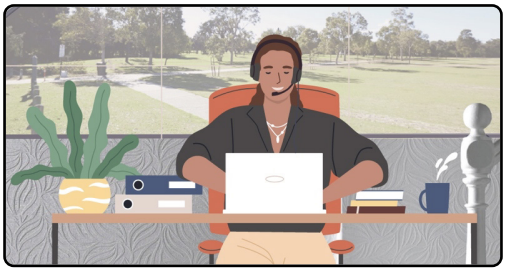
Depending on the schedule they have planned the day before, a captioner will wake up, and once they start their day, check their schedule to see if it has changed overnight.

We try to accommodate last-minute bookings wherever we can, which is why captioners' schedules often change! Sometimes, last-minute sessions will have been added and others may have been cancelled.

Set up for session #1

The captioner will then set up for their first session of the day.

They will do between 15 minutes and one hour of preparation before the session starts, depending on the complexity of the subject matter, session agenda and number of speakers.



For higher complexity sessions, the captioner will research the topic area of the session, read speaker biographies, investigate technical information and terms. It helps if the client has provided some information in advance of the session.

Types of sessions: Science lectures to surrealist theatre!

There is a huge variety of content in the sessions that Ai-Media produces live captions for. Live captioners do a lot of work on university lectures on various subjects, from psychology and literature to computer science. They also caption a lot of work meetings on Zoom, Microsoft Teams and other platforms, especially during the new era of widespread remote work.

Captioners are also doing more and more press conferences for government health departments about COVID-19. These are often live streamed to social media.

Ai-Media also live captions for clients ranging from the World Economic Forum, large film festivals, and some smaller live theatre sessions. These can range from Shakespeare to wacky surrealist plays!

The amazing art of 'respeaking'

Most live captioners at Ai-Media are 'respeakers'. This means that the method they use to produce captions is as follows:

- The captioner receives the audio from the live session;
- They immediately respeak what is being said it into a microphone as it happens;
- Their voice is read by special respeaking software;
- From the respoken audio, the text is generated as captions on the screen.

Before your session, your captioner will have 'taught' their respeaking software to know the common terms that you might use during this session. This includes any technical words or speaker names, for example. In this way, the respeaking software grows its vocabulary over time!

To respeak effectively, captioners need to have a high level of skill. They need to enunciate each word clearly, hitting consonants where they appear to make sure the word is interpreted correctly by the software. Some captioners call this their 'robot voice'! They will also need to read punctuation, formatting, speaker tags and capitalization out loud.

Some Ai-Media captioners are not respeakers, but stenographers (or 'stenos'), and others use a special typing software to create captions. We will explore their work in future articles!

Session goes live

Once everything is prepared for lift-off, it's time to go live! Unless it is a live stream, your captioner will generally not be able to see your session, only hear the audio. Clients can talk with the captioner in the chat function of whichever platform they are using for their session.

Respeaking is not like regular speaking! It puts more pressure on the human voice. For this reason, a captioner working on a 'standard' session will switch with another captioner every hour. For 'complex' sessions, there will be two captioners working on the respeaking at the same time, swapping every 15 minutes to preserve their voices and to rest.

Once the session is finished, a transcript of the captions from the session will be made available for the client to reference!

Stories of impact

There are many stories we have at Ai-Media about the impact of captions on people's lives, especially those that are deaf, hard-of-hearing, or who have another disability.

"It means a lot to me, knowing that we're having a tangible benefit in people's lives," says Sage about captioning.

"When I first started captioning for Ai-Media in 2011, we were captioning for high schools, and our first two students signed up for our live captions on Ai-Live. They were doing quite poorly in class because they just couldn't access the content.

"We captioned for them all the way from Year 9 until completing Year 12. I was captioning for them on their final day, and one of them said that they wouldn't have graduated if it weren't for Ai-Media. They both graduated with excellent marks! We captioned for one of them throughout university as well. Last we heard, they are out there living their best lives, doing the work they want to do."

"My goal is to help take down barriers that our patients or clients encounter every day"

http://www.phsa.ca/about/news-stories/stories/my-goal-is-to-help-take-down-barriers-that-our-patients-or-clients-encounter-every-day

As the Provincial Language Services' newly hired sign language service coordinator, Scott Jeffery has traveled the globe serving as a role model for Deaf, Deaf-Blind and Hard of Hearing people.

Going on safari in Serengeti National Park, scuba diving in Zanzibar, diving into mouth-watering cuisine in southern Thailand.

For those of us who are avid travelers, these kinds of experiences are all the more enticing amidst the current worldwide travel lockdown. But experienced travelers know that, while backpacking across Europe, Africa and Asia can sound wonderfully romantic, it can also be a logistical nightmare….err challenge.

So, imagine being on the road in a strange country, trying to deal with locals speaking a foreign language: all without being able to hear anything.

By doing that, you'd be putting yourself into the shoes of Scott Jeffery, PHSA's newly hired sign language service coordinator for the Provincial Language Service (PLS).

Scott has been Deaf since birth but that certainly hasn't limited his wanderlust. In fact, it's made him more determined to see the world, as he's now visited more than 40 counties in his relatively young life.

Welcoming a new adventure

He sees his new PLS role as an exciting new adventure, minus the sometimes troubling logistics of getting from country to country.

With years of experience in supporting the Deaf, Deaf-Blind and Hard of Hearing (DDBHH) community, Scott is well aware of many of the issues faced.

"I'm a freelance Deaf Interpreter, and I've been a Medical Deaf Interpreter for 10 years," he says. "I've worked on the frontlines with health-care providers, administration and DDBHH patients and their families," he adds.

Helping Deaf, Deaf-Blind and Hard of Hearing patients overcome obstacles

"My goal is to help take down barriers that our patients or clients encounter every day."

Some of their biggest challenges from his perspective?

"In general, people sometimes make assumptions about DDBHH patients or clients," he says. "It's really important that we ask patients directly what they need." "Some will need support, while others don't."

While support for a DDBHH patient often comes through assistance from their family, in the case of medical issues, Scott says that's often not the best avenue for the patient.

"In many cases, a family member won't know the correct signs for medical jargon or be trained to interpret health-related information in ASL," he explains. "Even more importantly, the patient will have no independence or privacy if a friend or family member accompanies them."

As someone who lives as a Deaf person with experience in the interpreting field, Scott felt he had a lot to contribute to the PLS team. His 15 years of experience at Provincial Deaf and Hard of Hearing Services in a variety of roles have him committed to helping ensure that DDBHH patients and clients have the ability and opportunity to participate fully in the decision-making process around their health.

Finding time for important things

Despite being a part of a growing household – his 18-month-old daughter is to be joined by a brother or sister this fall – Scott is a long-time supporter of Family Network for Deaf Children's summer program, Deaf Youth Today. The group offers American Sign Language summer camps, similar to the one he first attended as a teenager.

"Deaf Youth Today was my first DDBHH camp experience, and it shaped me to whom I am today," he recalls. "Prior to that, I was the only Deaf person at the hearing camps I went to." "It was always challenging to understand what others were saying and it can be a little bit lonely. I didn't want other DDBHH children in the province to go through that. So, I help Deaf Youth Today bring DDBHH children together to experience a summer camp in ASL and form the lasting friendships that can come out of that experience."

Helping care team workers and Deaf, Deaf-Blind and Hard of Hearing people take action

While he's not sure how many DDBHH patients or clients currently go without ASL medical interpreting, Scott's keen on making sure that everyone – patients/clients and care team members – in health authorities across the province know that sign language interpreting is available to them.

"Awareness is one of our biggest challenges," he adds, "and is something we'll be making headway on in the months to come."

For more information on the many PLS services, check the PLS web pages. To book an interpreter, staff from any health authority can call 1-877-BC Talks (228-2557).

Provincial Deaf & Hard of Hearing Services – Winter/Spring Programs/Events

Introductory ASL Classes for Children (during Spring Break holidays)
For Deaf, Hard of Hearing and Siblings

(these classes are for those who have no previous knowledge or experience with American Sign Language)

Registration Deadline: February 22, 2021 at FS@gov.bc.ca

Children **(ages 5-8)**	Introductory ASL M, T, W, Th, F March 15-19; 22-26 10:00-11:00 am
Children **(ages 9-12)**	Introductory ASL M, T, W, Th, F March 15-19; 22-26 1:00-2:00 pm
Youth **(ages 13-17)**	Introductory ASL M, T, W, Th, F March 15-19; 22-26 3:00-4:00 pm

Youth and Young Adults

If you are Deaf or Hard of Hearing youth or young adult from 15-23 and need support with planning for transition to
adulthood including support with access, please email FS@gov.bc.ca or text 604 809 1547.

Sessions for Youth and Young Adults

In collaboration with FNDC Deaf Youth Today, we are hosting **Meet and Greet Sessions for Youth and Young Adults** (ages 15-23) to learn more about community resources and services that are available to support as you transition into adulthood. You will also have opportunities to meet other deaf and hard of hearing youth and young adults!

Come to all sessions!
Feb 4, 11, 18, 25, 2021 from **6:30 – 8:00 pm**

Early School Transition Information Night

Open to all families whose deaf and hard of hearing child will start Kindergarten in Fall 2021.

Do you have a little one starting Kindergarten in Fall 2021? This will be an opportunity to learn more about services and resources for your deaf and hard of hearing child whether they are mainstreamed in local school or attending an inclusive school setting. **Save the date: Wednesday, May 26, 2021 at 6:30 pm**.
More information and details for registration will come soon.

Sarah Tubert and Carly Weyers Break New Ground With WHAT THE DEAF?! Podcast

https://www.broadwayworld.com/los-angeles/article/Sarah-Tubert-and-Carly-Weyers-Break-New-Ground-With-WHAT-THE-DEAF-Podcast-20210104

Sarah and Carly invite you to explore and share their journeys of dating, working and living in a hearing world, where their voices are in their hands.

What does it mean to be Deaf? With "What the Deaf?!" a new podcast that offers an unfiltered look into the daily lives of two young Deaf women, co-hosts Sarah Tubert and Carly Weyers want to start that conversation. Take a deep dive into the first three episodes, now available at www.whatthedeaf.comor wherever you get your podcasts, with future episodes set to launch every Friday.

"What the Deaf?!" isn't your ordinary podcast. Best friends since meeting at Gallaudet University, the world's only university designed to be barrier-free for Deaf and hard-of-hearing students, Sarah and Carly invite you to explore and share their journeys of dating, working and living in a hearing world, where their voices are in their hands.

According to the pair, no question is off limits. "Trust us, we've heard it all. Well, actually seen it," they laughingly point out in American Sign Language. "We want 'What the Deaf' to be the go-to resource where people can find answers to all their burning questions. For example, Episode 2 is called 'Sirens and Doorbells and Alarms, Oh My!', in which we take a look at how Deaf people navigate everyday things others might take for granted - like waking up, or knowing when someone is at the front door."

"What the Deaf?!" is not only available for listening on all podcast platforms, where Sarah voices herself and Carly is voiced by Jenny Corum, but also for viewing in ASL on the whatthedeaf.com website, at Apple Podcasts, and on YouTube. Sarah and Carly note that the Deaf community is not generally familiar with podcasts, which are usually limited to audio-only. "What the Deaf?!" is accessible to everyone.

In addition to co-hosts Tubert and Weyers and "voice of Carly" Corum, the What the Deaf?! team includes graphic designer Mihai Frankfurt; producer Kristina Netzler; and producer and editor Emily Tubert.

Sarah Tubert is a first generation American, whose father immigrated to the United States from Argentina. When she was three, a surgeon severed her facial nerve, paralyzing the right side of her face and taking her hearing in an operation she didn't need. She used to ask her mother, "Why am I the only one with a crooked smile and a hearing aid?" Her mother would reply, "I don't know why, but this is your journey. Let's see what we can do with it." That is the quote Sarah has continued to live by, and it made her who she is today: the type of person who loves to show people that you can do anything you set your mind to. Sarah is an actress (TNT's Claws, ABC Family's Switched at Birth), captain of the USA National Deaf Women's Volleyball Team, and a signer of songs: the latest is a collaboration with DisneyMusicVevo for the song "Show Yourself" from Frozen II. She is also a motivational speaker with the dream to inspire people and show that everyone has a journey... let's see what we can do with it.

Carly Weyers' first name is pronounced by breaking it down phonetically to (CAR) + (LEE). She hopes she got that right because, yes, she is Deaf. So she Googled how to pronounce her name because otherwise she wouldn't know how - but if you get to meet her in person, she can show you her name sign! Born into a family where everyone is Deaf except her sister, Carly may be part of the Deaf community, but, she points out, there is no one "right" way to be Deaf. In college, Carly majored in Communication Studies and Sociology, which opened her eyes to the many and varied connections between peoples' personal lives, communities, and the world. There are so many layers to the Deaf community, and she is excited to take the dive with the audience to discover how to make this world even more rich and colorful. Because what is life without a little color?

To hear (or watch) current and upcoming episodes of "What the Deaf?!", go to www.whatthedeaf.com or wherever podcasts are available.

This video series revives the Saturday morning cartoon — with American Sign Language

https://www.cbc.ca/arts/canadacouncildigitaloriginals/this-video-series-revives-the-saturday-morning-cartoon-with-american-sign-language-1.5799431?fbclid=IwAR3FAlho8a2btKOlOcc3vFuGSyPa3R6v4GcmBzqgojsKCyb71iQf_o814Y4

This summer, Artist Dawn Birley worked with an animator and directed and starred in a digital children's series called I Am Puff. (Yvonne Lu Trinh)

Artist Dawn Jani Birley wants to bring back the Saturday morning cartoon — but with American Sign Language (ASL).

This summer, she worked with an animator and directed and starred in a three-part digital children's series called I Am Puff.

It's based on a character she created for the stage in Finland in 2013. There, she performed in Finnish Sign Language, but eventually travelled to France and tried it in International Sign.

The kids "went wild," she says.

Birley is Finnish and Canadian and says Canada, in particular, is behind when it comes to accessibility, particularly for young people.

There are sign language programs in Europe and in other countries, while Canada has none, she says.

"I come from a three-generation-deep deaf family," says Birley. "My sister and I always would get up at five or six o'clock in the morning to watch those cartoons. We would just sit with our eyes glued to the screen. And at this time, of course, there was no captioning.

"But at that time, the cartoons that were available were so expressive. The faces were so mobile. We didn't require captioning to follow the plot. We filled in with our imaginations what we were missing in terms of dialogue."

Birley says cartoons have changed dramatically since she was a child, with more reliance on listening and auditory information.

"Now, I wouldn't be able to watch and follow a cartoon without captioning because it's changed," she says.

To remedy that, she spent the summer (stuck in Finland due to the pandemic) creating a digital video version of her stage character Puff.

The idea is to bring physicality and expressiveness back for kids in a blend of live-action and animation, along with both ASL and spoken English.

"As we are talking about diversity more and more in society, deaf people are never mentioned," says Birley. "I think that we aren't considered. We are always [at] the bottom of that list.

"It is so rare to actually see myself represented in media.… I think it's really important for deaf children to be able to see themselves."

I Am Puff is a video series by Dawn Jani Birley and is part of Digital Originals, a Canada Council for the Arts initiative.

The episodes are about five minutes long and serve as an introduction to deaf culture, something Birley thinks most Canadians don't know much about.

"I think that many hearing people don't even realize that we have our own culture and our own language — that we have our own way of life," she says.

Ideally, Birley wants to see the series live on television with new episodes and full seasons so more Canadian children can see it.

"I'm very concerned about deaf children who are now staying home," she says. "It's important to know that 90 per cent of deaf children come from hearing families. Those children don't have early access to sign language. You can imagine the isolation that comes [from] that."

You can watch Birley's series here.

The Challenge of Fatigue for Students Who Are Deaf or Hard of Hearing in Inclusive Classrooms

Natalia Rohatyn-Martin, University of Alberta, Canada
Denyse V. Hayward, University of Alberta, Canada

Abstract: There currently exists a dearth of research in the area of fatigue and students with hearing loss. This article reviews mental and physical fatigue, and fatigue factors that may affect students who are deaf or hard of hearing (D/HH[1]). Three studies are also reviewed that focused specifically on experiences of fatigue for this population. Students across the studies confirmed feelings of fatigue due to the auditory and visual demands required to attend to and comprehend classroom instruction and conversation. Reviewing the studies, four themes were revealed through thematic analysis: (a) listening effort, (b) listening conditions, (c) survival mechanisms, and (d) not worth the effort. Recommendations for classroom teachers are offered, as well as educational implications for students who are D/HH. This article provides evidence of the need for further exploration of fatigue for students who are D/HH.

Keywords: Fatigue, Students, Deaf, Hard of Hearing, Inclusion, Educators

Background

Imagine an undergraduate lecture, the instructor plays a twenty-minute video highlighting a course concept. Unexpectedly, the audio track halts, so the students watch the video via subtitles. After about five minutes the instructor observes that students are restless, looking around the classroom, closing their eyes, and no longer taking notes.

This event occurred in our inclusive educational practices course and provided an ideal vehicle to discuss fatigue. Students commented that they felt drained from concentrating so hard in unexpected ways (e.g., "I had to stop watching as my eyes were getting tired"; "I was aware that I was blinking more to reduce my eye strain"). Students also expressed a newfound empathy for the challenges that individuals with hearing loss face on a daily basis (e.g. "I feel bad for students who have to go through this on a daily basis, I'm exhausted!").

Rarely in our daily lives do we stop to consider the cognitive, visual, auditory, and attention demands within "everyday" educational lessons. How then might students who are deaf or hard of hearing (D/HH) cope for up to six hours a day, five days a week, where they must focus simultaneously on information presented auditorily and visually across multiple, overlapping speakers? This article provides an overview of the evidence currently available on fatigue with this population. Our goal was to increase teacher understanding of the possible impact of fatigue on the educational success for students who are D/HH.

What is Fatigue?

Fatigue is a multifaceted phenomenon. Current definitions vary, based on whether fatigue is defined subjectively or objectively. *Subjectively*, fatigue is defined as a decline in the efficiency of an individual's focus, concentration, and alertness and *objectively* as a decline in an individual's performance due to sustained or prolonged demands (Hornsby 2013). Additionally, the types of exertion experienced by individuals can be in the form of physical or mental fatigue.

[1] The abbreviation is used throughout this document in reference to students who are D(d)eaf or hard of hearing. The use of this abbreviation is not meant to suggest that there is/is not a cultural affiliation with the term deaf, or that all children falling into one of these categories are the same as another.

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FNDC 27 Winter • 2021

Physical Fatigue

Physical fatigue is defined as exertion in an activity that leads to muscle strain (Bourland, Hicks, and Tharpe 2002). Examples include typing at a computer for an extended period of time causing muscle cramp or eyestrain resulting from the auditory and visual exertion needed to comprehend information in a noisy classroom.

Mental Fatigue

Bourland, Hicks, and Tharpe (2002) state that mental fatigue typically refers to cognitive tiredness and is associated with a decline in attention and concentration. Ahsberg, Gamberale, and Gustafsson (2000) describe three aspects that contribute to mental fatigue: (1) time available to complete a task, (2) task difficulty or complexity, and (3) psychological stress related to inability to complete a task or lack of experience with the task.

Fatigue Factors for Students Who Are D/HH

Two factors, auditory effort and visual effort, may contribute to higher levels of physical and mental fatigue for students who are D/HH.

Auditory Effort

Auditory effort refers to the cognitive exertion required to attend to, and understand, a spoken message (McGerrigle et al. 2014). Spoken messages in classrooms must often be processed and understood in the presence of noise (e.g., classmate chatter, squeaking of moving chairs, ventilation systems, or hallway noise). In fact, Goldberg and McCormick Richburg (2004) reported that younger students in general perform more poorly in noisy classrooms than adolescents regardless of hearing ability. Thus, with compromised auditory systems students who are D/HH need to work much harder to attend to, and understand spoken messages than students with adequate hearing abilities. Even the seemingly simple act of localizing sound sources in a classroom may be inordinately challenging for students who are D/HH particularly when there are competing noises or when speaker utterances overlap (Tharpe 2008).

Visual Effort

Visual effort involves the physical and mental exertion required to visually attend to and comprehend a message. Classroom examples include, looking at the person communicating a spoken message, reading a textbook, or watching a video. Fatigue related to visual effort is expounded for students who are D/HH. For example, in addition to routine classroom tasks requiring visual effort, carefully watching an interpreter translate a spoken message into sign language, attempting to lip read conversations or attending to subtitles while viewing a video and taking notes substantially increase the visual effort demands for these students.

For many students who are D/HH spoken language may only be accessible via amplification (Hornsby 2013). Fatigue can result because the auditory signal in amplification devices is rarely equivalent to normal hearing, and students often attempt to use visual information to compensate for the diminished auditory signal. For students who communicate or learn through sign language, greater levels of fatigue related to visual effort may arise as these students attempt to attend simultaneously or alternatively to their teacher and an interpreter to comprehend classroom instruction or conversation. Speaker utterances often overlap in oral conversations making accurate translation particularly difficult for an interpreter, which in turn increases the visual and cognitive effort required by a student to comprehend or participate in these conversations.

FNDC 28 Winter • 2021

When the auditory and/or visual effort and exertion reaches the point of fatigue, students who are D/HH may appear to be distracted, inattentive, or disinterested. Due to a limited awareness of the impact of fatigue on learning many teachers misinterpret these behaviours and label the student as having a "behaviour" problem, rather than recognizing them as the result of mental and physical fatigue (Dalton 2013).

The impact of fatigue that results from the increased auditory and visual effort required of students who are D/HH has been recognized by the Canadian Association of the Deaf (CAD 2012). To minimize the impact of fatigue on learning for this population the CAD offers four recommendations which include the need for (a) frequent breaks, (b) opportunities to shift visual focus from the interpreter through small group activities, (c) lessons that do not involve extensive spoken language, and (d) group pauses to read and comprehend printed materials.

Analysis of the Research

There currently exists a dearth of research in the area of fatigue and students with hearing loss. A review of the literature revealed two studies (Bourland, Hicks, and Tharpe 2002; Hornsby et al. 2014) in addition to our pilot study that focused on fatigue with students who are D/HH along with a few studies in which anecdotal evidence related to fatigue was available (e.g., Anderson and Goldstein 2004; Dalton 2013; Iglehart 2004). In the next section, we provide a brief overview of the three studies focused specifically on fatigue and describe the predominant themes that emerge from these studies, along with relevant anecdotal evidence reported in other studies focussed on students who are D/HH.

Bourland, Hicks, and Tharpe (2002) compared listening effort in the noise of students with (n = 14) and without (n = 14) hearing loss. A dual-task performance paradigm was used to measure listening effort whereby students were asked to identify spoken words in increasing levels of background noise. Student reaction time (a proxy for listening effort) identifying the spoken words in noise were measured to determine if there were significant differences between students with and without hearing loss.

Hornsby et al. (2014) as part of a larger study, examined the effects of fatigue on learning for ten students who are D/HH ranging in age from 8–12. The students completed the Pediatric Quality of Life Inventory Multidimensional Fatigue Scale (PedsQL) via an interview format. The PedsQL has eighteen questions focused on three types of fatigue: (1) General Fatigue (six items, e.g., "I feel tired," "I feel too tired to do things that I like to do"), (2) Sleep/Rest Fatigue (six items, e.g., "I feel tired when I wake up in the morning," "I rest a lot"), and (3) Cognitive Fatigue (six items, e.g., "It is hard for me to keep my attention on things," "It is hard for me to remember what people tell me"). Five of these items specifically asked about fatigue during classroom activities (e.g., "I have trouble keeping up with my school work" and "It's hard to pay attention in class").

Our research team completed a pilot study with three students of varying ages in preparation for a larger study focused on students who are D/HH and their experiences in inclusive mainstream classrooms. The three students included a graduate student enrolled in a Masters of Deaf Education program (Peter), a grade eight student attending a mainstream classroom (Kohli), and grade seven student attending a mainstream school but receiving his schooling in a specialized classroom (Mark). All three students have severe-to-profound hearing loss and use assistive-hearing technology (Peter—digital hearing aids; Kohli and Mark—bilateral cochlear implants). All of the students communicated via spoken English, but in class Peter and Kohli utilize an American Sign Language (ASL) interpreter. The primary goal of the pilot study was to refine the structured interview questions about the experiences of students who are D/HH in inclusive mainstream schools. The students were interviewed individually using semi-structured interview questions, four of which were specifically related to fatigue.

FNDC 29 Winter • 2021

Themes

Our present goal was to examine the currently available evidence to support teacher understanding of the impact of fatigue in the educational success for students who are D/HH. To accomplish this goal a thematic analysis (Braun and Clarke 2006) was utilized, lending itself to the creation and interpretation of a storied understanding of the phenomenon of interest, fatigue. Study results and participants' comments across the three studies were analyzed and codes and themes were generated from the data. Four distinct themes were revealed: (a) listening effort, (b) listening conditions, (c) survival mechanisms, and (d) not worth the effort. In the next section we describe each of the themes and provide examples of participant comments related to the particular theme from the three studies along with relevant anecdotal comments from students in other studies.

Listening Effort

Participant responses related to this theme involved the increased effort required to listen and comprehend classroom instruction compared to hearing peers. Hornsby et al. (2014) found that students who were D/HH reported greater levels of fatigue on the PedsQL than age-matched peers without hearing loss, and suggested that such differences would likely be greater if the PedsQL included items specifically related to fatigue resulting from speech processing and listening effort. Similarly, all three participants in our pilot study felt that they experienced higher levels of fatigue than their hearing classmates.

Peter stated that he had a harder time than his classmates during lectures. "Every day I have to concentrate on the interpreters, or… when people talk to me. I have to concentrate on the words that they're trying… on the words that they're saying to me. It's just… it's really tiring and for some reason I'm not able to stick it into my head, not for a long time." He went on to explain,

> I don't like to sit and watch the interpreters all the time, because hearing people, they can move around, or text, or daydream, but for me I have to watch and concentrate all the time. It's tiring. And if I turn around I miss something, and I don't want to interrupt the class. I feel like it… it drains me out because I cannot use my natural language, I have to concentrate on the interpreter…lip reading is very difficult for me… well I'm okay with a little bit at a time, but if it's like for a long time I just give up.

Mark also experienced high levels of fatigue. "After school I get a ride to my stepdad's work, and when I'm done explain what I did in school, what did I do, umm what I had for lunch and stuff like that, and after that (yawns) he will say do you want to have a nap and I'll say yes or no, depends on how hard my day was. Just thinking about it now is making me tired!" Similarly, Kohli felt that he always had to work harder than his peers in class.

> I nap a lot after school, not every day but sometimes… it makes me tired and maybe that's why I nap? …I have to work harder watching the interpreter. There's just so much to catch up on – I have to rush to get my notes down then learn it on my own. I don't have time to learn it at the same time I write it because I'm too busy writing what the interpreter says.

Kohli also spoke about the challenges of writing in English. "Sometimes If I'm not paying attention I miss a sign and I have to ask about what I missed… also reading the books I find hard—reading the textbooks for a long time, uhh, sometimes writing—I find writing hard. When you have to write so much it can be tiring… trying to think of something to write in English."

FNDC 30 Winter • 2021

Listening Conditions

Within this theme participant responses illustrated environmental factors that impacted the ability to attend to, and comprehend classroom instruction or conversations. Participants from all three studies indicated that noisy environments negatively impacted their learning and opportunities to socialize with classmates, and increased feelings of fatigue. Bourland, Hicks, and Tharpe (2002) found that students with hearing loss expend more effort listening (i.e., slower reaction times recognizing spoken words) than children with normal hearing in easy listening conditions (minimal background noise) and that the effort expended was even more pronounced in difficult listening conditions (excessive background noise). Similarly, Hornsby et al. (2014) noted that student responses on the PedsQL revealed that the potential for fatigue increases in noisy classrooms.

Students in our pilot study echoed these findings. Peter stated "Not a lot of *hearing* [emphasis added by participant] people, know what it's like, well… how frustrating it is for me to concentrate by lip reading… it's really tiring, especially when class is really loud… it can be hard to concentrate on what people are saying." Mark also agreed with having to expend a lot of energy while using his FM in a noisy classroom setting: "Yeah. It's like I'm trying to listen but— that's sometimes it's too noisy… I didn't know I got tired 'cause I was wearing my FM unit… it's probably that. I try really hard to listen— 'cause a whole bunch of kids that were like… really loud. I never thought about that before, but yeah, probably that's why." It was interesting to note that it was not until Mark was specifically asked about if using the FM in class when it is not functioning properly was contributing to his fatigue that he decided that concentrating to hear in a noisy environment definitely contributed to feeling fatigued. He also stated that "when the kids are very, very loud, like echoing from the room, then, if [the teacher] tries to have the kids not talk too much, they will just like, you know, they won't hear it because of the echoing in the classroom. It can make it really hard to hear sometimes." Kohli also spoke about how his FM system didn't always help in the classroom environment. "When the room is loud well then it's scratchy or not clear. It kind of sounds like wet. So it's confusing, it's not clear."

Anderson and Goldstein (2004) and Iglehart (2004) reiterate that processing speech in excessive background noise results in greater expenditure of visual and auditory energy by students who are D/HH; thus, increasing the likelihood of mental and physical fatigue.

Survival Mechanisms

Within this theme, participants described the strategies used in order to cope with fatigue when classroom listening demands become overwhelming. Students tend to deploy different survival mechanisms in order to cope with experiences of excessive fatigue as shown by two of our pilot study participants. Kohli explained, "Sometimes [I would] just pretend I'm listening, sometimes I really am, but sometimes no." Peter expressed a similar survival mechanism, "If I fall behind… and just give up and just (nods) I just nod. My mind is not able to work hard enough or fast enough to get the words together. I'm only able to pick some pieces, but not the whole thing."

The Bourland, Hicks, and Tharpe (2002) and Hornsby et al. (2014) dual-task listening task and PedsQL questionnaire did not allow for examination of participants' survival mechanisms.

Not Worth the Effort

Participant responses within this theme describe circumstances when survival mechanisms were no longer effective and students instead decide to disengage. When students who are D/HH have to expend more energy than their hearing peers to attend to lessons over a prolonged period, there is a higher risk that these students will completely disengage as shown by our pilot study

FNDC 31 Winter • 2021

participants. When Peter was asked why he felt like giving up listening or paying attention in class, the following explanation was given.

> If they talk and talk and talk and then I try to umm… absorb the information… like for example, when one of my instructors… he doesn't move his mouth very much… and he loves to talk… he keeps talking and talking… at the beginning I was able to catch some of it, but then he keeps going and going and going, and then I couldn't… I fall behind…and just gave up and just (nods) I just nod. My mind is not able to work hard enough or fast enough to get the words together. I'm only able to pick some pieces, but not the whole thing… and sometimes I'm able to get… the first few words, and then I start to give up. And then I just focus on my food or something and eat and eat. And I can feel myself drift away. I feel like that every day.

Kohli also struggled, feeling like he was not able to keep up in class at times. "Sometimes in Social Studies or classes like that I feel like I need a nap after," and when asked about what it is about that particular class that increases his fatigue he replied "'cause there's a lot of information. There's a lot of new stuff to learn and it can be tough to keep up sometimes." Similar findings to participants from our pilot study were noted by Dalton (2013) whereby students reported removing their amplification devices, zoning out or falling asleep in class when experiencing extreme fatigue.

Limitations

Our findings are based on an examination of evidence from a very limited number of studies. Additional data is needed to confirm and extend these findings. However, there was considerable variability in the demographics of students involved in all studies (e.g., degree of hearing loss, communication mode, age of amplification) consistent with the notion that fatigue is a concept that can be affected by many variables (Hornsby et al. 2014). Further research is required on the variables that may affect equal access to oral information presented in classroom settings (e.g., use of amplification technology, classroom acoustics) (Anderson and Goldstein 2004; Iglehart 2004).

Interpretations must also be tempered because the concept of fatigue is a subjective issue, and the themes described herein are based primarily on self-reported experiences. Bourland, Hicks, and Tharpe (2002) state that caution should be used if subjective measures are all that are used to measure listening effort and fatigue in students. Thus, additional research is needed to improve understanding of fatigue in the D/HH student population, and potential factors that may mitigate fatigue.

Implications and Recommendations

While there is a substantial body of research validating the importance of early and meaningful language exposure as a crucial springboard for the development of the language skills needed for educational success for students who are D/HH (Humphries et al. 2012) there is a lack of research on the possible detrimental effects fatigue has on educational outcomes for this population. Evidence provided by students who are D/HH from the studies reviewed herein offer important insights for educators to consider in order to support students developing appropriate coping mechanisms.

Effort Required to Participate in Classroom Lessons

First, educators need to understand the physical and mental exertion required of students who are D/HH when classroom lessons are presented primarily through oral language. It is clear even

FNDC 32 Winter • 2021

from the limited available evidence that students who are D/HH expend more auditory and visual effort than students without hearing difficulties locating sound sources, understanding teacher instruction, and following classroom discussions, whether they are using amplification or an interpreter. Access to hearing amplification (hearing aids and FM systems) does not provide students who are D/HH with a hearing equivalent to hearing peers, and it is important for educators to understand that the auditory signal from hearing technologies in the presence of noise is significantly degraded. As indicated by study participants, who described FM systems in noisy environments as sounding "scratchy," "wet," or "confusing" necessitating a marked increase in auditory effort on the part of the student as he/she tries to attend to the compromised auditory signal. Additionally, a degraded auditory signal also results in an increase in visual effort because the student must rely more heavily on visual information at these times.

Similarly, access to an interpreter, although supportive of student learning, does not alleviate visual and auditory effort, and, hence, the feeling of fatigue. Students accessing an interpreter must constantly divide their attention amongst a variety of sources (e.g., teacher, peers, interpreter, media, and text). Further, most students who communicate in sign language use ASL, a language that has a different grammatical structure than English. Therefore, when these students are making written notes from the interpreter's translation of teacher instruction, they must first comprehend the message and then translate the ASL into written English because there is no written language correlate for ASL. Thus, students who are D/HH are functioning bilingually, which requires considerably greater physical and mental effort, increasing the time needed to complete a task and the task complexity, which are demonstrated by Ahsburg et al. (2000) as factors contributing to mental fatigue.

These factors are often not well understood by educators. To increase the participation of students who are D/HH and reduce fatigue, it is important for educators to offer frequent breaks; alternate between whole class and small group lessons; combine auditory, visual, and kinaesthetic learning opportunities within lessons; and reduce speaker overlap in classroom discussions (Ahsberg et al. 2000; CAD 2012).

Development of Appropriate Coping Mechanisms

In order to support the development of effective coping mechanisms for students who are D/HH the research evidence highlights the need to increase teacher and student ability to recognize, understand, and express fatigue experiences.

As study participants clearly illustrated, students who are D/HH often experience exhaustion on a daily basis. Further, many of the coping mechanisms described by students (e.g., drifting away, pretending to listen, removal of amplification device, reluctance to request clarification, and repetition of information) significantly reduce their learning opportunities and, hence, educational success. Such exhaustion and disengagement reflects extreme fatigue yet regrettably, because of their lack of understanding about fatigue symptoms, students appear to internalize the causes of their exhaustion (e.g., "I just did not get enough sleep," "I just have to work harder"). Not only do students appear to have a limited understanding of fatigue, they also lack the language with which to express fatigue experienced as demonstrated by Mark, who made the connection between his fatigue and the energy he expended using his FM system in a noisy classroom setting only after the interviewer gave him the language needed to describe and evaluate his experiences.

None of the students appeared to recognize that their learning was compromised by fatigue. If students do not recognize or understand that they are experiencing fatigue they are not likely to ask for help. It is important for educators to help students recognize the sources and circumstances that can lead to fatigue. Further, students need specific language to describe their fatigue experiences to overcome the internalization of the causes (e.g., I just didn't get enough

FNDC 33 Winter • 2021

sleep) and to the use of ineffective coping mechanisms (e.g., removal of devise, pretending to attend) that imped student learning.

Educators have a primary and critical role in aiding the development of appropriate coping strategies. If teachers continue to misinterpret possible fatigue indicators (e.g. distractibility, inattention, and disinterest) as behaviour problems (Dalton 2013) students will likely not receive the appropriate support needed to recognize and alleviate fatigue. In order to provide appropriate support is it imperative for teachers to begin recognizing signs of fatigue in their students. Our opening vignette validates the comments of our study participants that "hearing" educators often have no concept of the challenges students who are D/HH face in learning in classroom environments fraught with visual and auditory obstacles. Thus, it is equally important for educators to develop an awareness of the specific fatigue challenges for students who are D/HH and to accurately recognize and discern classroom coping behaviours so as to provide the appropriate supports before students become exhausted and disengage.

Creating a classroom language that provides students with a means to describe and acknowledge fatigue symptoms as well as developing a set of appropriate coping strategies and role playing classroom fatigue scenarios could significantly change the daily fatigue cycle of many students who are D/HH.

Conclusion

There is a need for additional research in this area; nonetheless, the few studies that have been conducted provide clear evidence of the educational challenges faced by students who are D/HH due to unmitigated fatigue. Educators are uniquely positioned to provide students with the internal and external supports to alleviate and/or cope with fatigue inherent in the educational system. Although our focus has been specifically on the challenges faced by students who are D/HH, we hope that educators will view our review and recommendations as pointing to an exciting opportunity to enhance classroom environments and instruction for all students.

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FNDC 34 Winter • 2021

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ABOUT THE AUTHORS

Natalia Rohatyn-Martin: PhD Student, Educational Psychology, University of Alberta, Edmonton, Canada

Denyse V. Hayward: Associate Professor, Educational Psychology, University of Alberta, Edmonton, Canada

FNDC 35 Winter • 2021

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 | colleen@fndc.ca
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 | cecelia@fndc.ca
Bella Poato ..... Executive Assistant | accounting@fndc.ca
Scott Jeffery ..... Info Tech Manager FNDC/DYT | scott@fndc.ca
Jason Berube ..... Newsletter Tech & IT Support | webmaster@fndc.ca
FNDC ..... General Inquiry | fndc@fndc.ca

DYT Staff

DYT (General Inquiries) ..... dyt@fndc.ca

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 (website) fndc@fndc.ca (e-mail)

FNDC is a non-profit society (S-33351) that was founded in March, 1995 to bring together families of deaf children in British Columbia who share common concerns. Federal Registered Charity Number: 88622 5655 RR0001. Deaf Youth Today (DYT) is a program administered by FNDC.