



CAEDHH Journal

Winter 2014

www.caedhh.ca

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Message from the National Director

Hi All,

Welcome to the 2014-15 school year. By now I know everyone is well on their way to a successful school year. IEP's and team meetings are hopefully finished and the first reports are now out!

On a national level we are busy planning for our annual meeting which will take place in early February in Winnipeg this year. It is a time to reflect on past goals and create new ones.

This year we will be launching our new CAEDHH webpage and we hope it will help members stay connected and share resources more easily.

I hope you enjoy this edition of our journal. I would like to extend a special *Thank You* to Taylor Hallenbeck as she works so very hard in putting together the journals!

In the near future we will announce a national webinar which will be accessible for free to all CAEDHH members across the country. If you have any ideas for topics for future webinars, I would love to hear them.

Best wishes to all for a happy holiday season!

Cindy Neil

CAEDHH Membership Information

Membership Year: September to August

Fees:

\$70.00 Full Membership
+ provincially determined fees (contact your Regional Director for local fee)
(Teachers of the Deaf/Hard of Hearing)

\$50.00 Associate Membership
(Regular Ed. Teachers, Resource/Special Ed. Teachers, Guidance Counsellors, Interpreters, etc.)

\$40.00 Retired Membership and Student Membership

\$5.00 Honorary Lifetime Membership (granted by CAEDHH and paid by provincial affiliate)

Each affiliate has its own membership application form. Please check our website or contact your Regional Director to obtain a form.

Each fall, Regional Directors send their provincial affiliate membership lists to the National Treasurer and to the CJEDHH editors to ensure you receive CAEDHH's annual publications.

CAEDHH Recognition and Awards

Honorary Lifetime Membership

Do you know a CAEDHH member who is retired/retiring and who has made a significant contribution to CAEDHH on a national level? If you wish to honour this member, you can nominate them for an Honorary Lifetime Membership.

Candidates for consideration must be/have been a CAEDHH executive member at the local and/or national level AND must have been a member in good standing for a minimum of 10 years AND must have made a significant contribution to CAEDHH on a national level.

Your nomination should include the member's name, province and a brief description of their contributions to CAEDHH National.

Any candidate nominated by a provincial CAEDHH member must be accepted by a $\frac{2}{3}$ vote of the CAEDHH National Executive to receive an honorary lifetime membership. Honorary lifetime memberships are usually granted to those who are retired/retiring.

For further information or to nominate a candidate, please contact your CAEDHH Regional Director. Nominations are due by January 16, 2015.

Award for Outstanding Personal Contribution to CAEDHH

CAEDHH members who are still working and who have made a significant contribution to CAEDHH on a national level can also be recognized. You may nominate them for an Award for Outstanding Personal Contribution to CAEDHH.

Candidates for consideration must be a CAEDHH member

AND

must have made a significant contribution to CAEDHH on a national level.

Again, please contact your CAEDHH Regional Director for further information or to nominate a candidate. Nominations are due by January 16, 2015.

Call for Nominations for National Director

CAEDHH is now accepting nominations for the position of National Director for the 2015-2017 term. All nominees, proposers and seconders must be full members in good standing and have been so for the past two years.

The National Director's term of office is two (2) years, followed by a further two years as the Past National Director Please see below for a list of duties.

Nominations for the position of National Director must be received by the Elections Committee ON or BEFORE April 1, 2015.

Nominees who accept the nomination must forward a biography to the Election Committee by May 1, 2015. A list of nominees, their autobiographies, and a ballot will be sent to CAEDHH members. The deadline for the return of ballots will be indicated on the ballot. The new National Director will be announced by May 30, 2015.

The duties of the National Director include:

- Shall prepare agendas for, call and preside over all executive meetings.
- Shall appoint an acting chairperson for such meetings in the event the National Director is unable to be present.
- Shall vote only in a tie-breaking capacity or if a recorded vote is called for.
- Shall prepare an annual budget in conjunction with the Executive Committee to project revenues and expenses.
- Shall have signing authority for the Association's funds together with the Secretary-treasurer and/or the designated Regional Director.
- Shall disseminate information to the membership at large.
- Shall appoint special committees as seen fit by the Executive Committee and advise these committees in an ex-officio capacity.
- Shall be responsible for other duties as the need arises, or as requested by the Executive Committee at large.

To submit a nomination, please see the following page for the nomination form.

Nomination Form: National Director

Please copy this page and send to:

CAEDHH Elections Committee
c/o Nancy Schenkeveld
871 Centennial St.
Winnipeg, MB R3N 1R6

Nomination for CAEDHH National Director 2015-2017

I, _____, nominate _____ to the position of
CAEDHH National Director for the 2015- 2017 term.

Seconded by: _____

I attest that we are all full members in good standing of CAEDHH.

Proposer Signature: _____ Seconder Signature: _____

R.J.D. Williams Scholarship

In 1991 a scholarship was established from monies presented to CAEDHH as a parting gift from the alumni and staff of the RJD Williams School for the Deaf in Saskatchewan. The scholarship is awarded at each CAEDHH Biennial Convention (the first award was granted in 1993 in Montreal). The scholarship value is \$500.00.

The scholarship is intended to support the following:

- a) Research into Deaf/Hard of Hearing issues (education, language, sign systems, aural habilitation, Deaf culture, counselling, cochlear implants, etc.)
- b) Continued studies in the field of deafness
- c) Development of materials to promote awareness or extend knowledge of deafness/hearing loss; or, in the area of fiction, to depict deaf/hard of hearing characters or deaf culture.

Applicants must:

- 1) Be a member of CAEDHH
- 2) Be a trained teacher of the Deaf/Hard of Hearing
- 3) Have a minimum of three (3) years experience in deaf education

The application form is available on our website www.caedhh.ca. Click on 'Membership' then 'Awards.' Please forward your application to your Regional Director by January 16, 2015.

The successful applicant is expected to write an article for the CAEDHH journal outlining their project or learning experience and to develop a presentation that is accessible to CAEDHH colleagues.

Deaf/Hard of Hearing Scholarship Listings

1. Canadian Hard of Hearing Association

Three \$1000 scholarships awarded in June.
March 3rd deadline for application

To apply contact:
<http://chha.ca/forms/en/>

3. Financial Aid Sites in US and Canada:

To apply:
<http://deafness.about.com/od/collegesandcollegelife/a/collegeaid.htm>

5. Scholarships for Students with a Hearing Impairment

<http://www.ufv.ca/disabilityservices/resources/Scholarships.htm>

6. Alexander Graham Bell Association for the Deaf Scholarship Awards

These scholarships are open to American and Canadian students who were born with a profound or severe hearing impairment or those who have lost their hearing before acquiring language skills and have been accepted in any field of study who attend any accredited education institution.

Value: \$500-\$1000

Deadline: December 1 (to request application in writing) April 1 (application deadline)

To apply contact:
Financial Aid Coordinator
Alexander G. Bell Association for the Deaf
3417 Volta Place Northwest
Washington, DC 20007
Tel: (202) 337-5220 (Voice/TTY)
Email: agbell2@aol.com
<http://www.agbell.org>

2. A Listing of 10 Scholarships, For Colleges in the US:

To apply:

<http://www.disaboom.com/scholarships/deaf-hearing-loss-hearing-impaired-scholarships/2>

4. Canadian Hard of Hearing Association (CHHA) Scholarship Program

The Scholarship Program will accept applications from any hard of hearing, deafened or oral deaf students registered in a full-time program at a Canadian post-secondary institution.

Value: \$1000

7. Frank Algar Memorial Scholarship

This scholarship was created in 2004 by a generous contribution from the Algar family. Frank Algar was a strong advocate of the rights of the hard of hearing people and disabled people in general. He had a great faith in young people and worked diligently on their behalf. This scholarship is a testimony of his unwavering faith. Applications will be accepted from any hard of hearing, deafened or oral deaf students registered in a full-time program at a Canadian post-secondary institution.

To apply:
<http://www.chha.ca/chha/scholarships-chha.php>

8. Sertoma Scholarship for Deaf or Hard of Hearing

These scholarships are for the hard of hearing or those with communication disorders. Available for citizens of the US and Canada. Minimum 3.2 GPA required.
Value: \$1000 (20 awarded)

To apply contact:

Sertoma Scholarship for Deaf or Hard of Hearing Students
1912 East Meyer Blvd.
Kansas City, MO 64132
Tel: (816) 333-8300
Email: indosertoma@sertoma.org
<http://www.sertoma.org>

10. Sertoma International Scholarships (Oticon-Phonic Ear)

Sertoma International is now accepting applications for scholarships for all deaf and hard of hearing college students pursuing four-year degrees. This organization will provide 13 awards of \$1000 each to students attending universities in the US or Canada. This scholarship program has been made possible through a donation by Oticon Inc. and Phonic Ear Inc. Both companies are well known for the hearing instruments they create and produce. Send a self-addressed, stamped envelope with request. Must have a 3.2 cumulative grade point average, have a documented hearing loss, be a full-time student entering or continuing in a four-year degree program at a college or university in the US or Canada.
Deadline: May

To Apply Contact:

Sertoma International
1912 East Meyer Boulevard
Kansas City, MO 64132
(816) 333-8300 (Voice/TTY)
(816) 333-4320 (Fax)

<http://www.sertoma.org/Page.aspx?pid=229&rcid=190>

9. Scholarships for Students with Disabilities (general)

AUCC Scholarships for Students with Disabilities. For more information contact: awards@aucc.ca
Value: \$5000 (maximum. 10 awarded)

To Apply:

<http://college-scholarships.findthebest.com/1/1638/AUCC-Scholarship-Program-For-Students-With-Disabilities>

11. Province of British Columbia International Year of Disabled Persons Bursary

Established in 1981 to recognize the International Year of Disabled Persons, several annual bursaries are available to assist students with disabilities. Recipients are determined on the basis of both financial need and academic merit. To be eligible for this bursary a student must be a resident of BC and a Canadian citizen or landed immigrant. The term "disabled" includes hearing, visual or mobility impairments.
Value: \$500

To apply contact:

Grant Coordinator
BC Paraplegic Foundation
780 S Marine Dr.
Vancouver, BC V6P 5Y7

www.neads.ca/en/norc/movingon/funding/funding_west_18.php

12. Don Vaux Scholarship

Established in memory of Don Vaux, who worked as a rehabilitation counselor for the BC Division of the Canadian Paraplegic Association; this scholarship is available to a disabled person to further his/her vocational or academic training and is to be used specifically for tuition, tools, equipment or books.

Deadline: July 31

To apply contact:

BC Paraplegic Foundation
780 Marine Dr.

Vancouver, BC V6P 5Y7

www.sci-bc.ca/about-us/scholarships-bursaries/

13. Mattinson Endowment Fund Scholarship

The scholarship encourages Canadian students with a disability to pursue university with the objective of obtaining a first university degree. Applicants must be Canadian citizens or have lived in Canada for at least two years as permanent residents. They must be entering or currently enrolled in their first undergraduate degree program. All disciplines are eligible. A disability is defined as a functional limitation resulting from physical, sensory or mental impairment that, for an indefinite period, affects the ability of the students to perform the activities necessary to participate fully in post-secondary learning.

Value: \$2500

Deadline: June 6, 2014

To apply contact:

BC Paraplegic Foundation
780 Marine Dr.

Vancouver, BC V6P 5Y7

www.sci-bc.ca/about-us/scholarships-bursaries/

14. Optimist Communication Contest for the Deaf and Hard of Hearing

Involves public speaking at contest held in Burnaby in April each year. Contact BC Provincial Outreach for the Deaf and Hard of Hearing for an application package and contest details.

To apply contact:

1st place: \$2500 (Spring 2010)

Application deadline early in New Year

(604) 664-8300

Fax: (604) 664-8308

15. AG Bell Scholarship

Deadline: March 15

Value of \$1000-\$10,000

To apply:

<http://listeningandspokenlanguage.org/Document.aspx?id=266>

16. Carol Thompson Memorial Fund Scholarship for Students with Learning Disabilities

To recognize an individual with a learning disability, who, through effort and perseverance, is seeking to use his or her potential to its maximum. To encourage Canadian students who have a learning disability to pursue college, private vocational school or an undergraduate program at a Canadian university.

Value: \$1000

Deadline: May 15

To apply Contact:

www.ldac-acta.ca/about-ldac/how-ldac-works-for-you/scholarships

Email: information@ldac-taac.ca

Scholarship program has been suspended indefinitely.

18. Donald Cummings Apprenticeship and Industry Training Scholarship for Students with Learning Disabilities

To encourage Canadians with learning disabilities to pursue an apprenticeship or occupational training program for a career in the trades area. This training scholarship is designed to recognize trainees with a learning disability in a trade, or in a designated occupation.

Value: \$500

Deadline: May 15

To apply Contact:

www.ldac-acta.ca/about-ldac/how-ldac-works-for-you/scholarships

Email: information@ldac-taac.ca

Scholarship program has been suspended indefinitely

17. The Joanna Townsend Applied Arts Scholarship

Awarded to a Canadian student with learning disabilities who demonstrates an interest in pursuing an education and/or career in any of the various applied arts programs including the performance of music (instrumental or vocal), drama, dance and the creative or visual arts such as fine art (sculpture, painting), illustrations, including animation, film and graphic design.

Value: \$1000

Deadline: May 15

To apply contact:

www.ldac-acta.ca/about-ldac/how-ldac-works-for-you/scholarships

Email: information@ldac-taac.ca

Scholarship program has been suspended indefinitely

19. Centre for Ability, Zajac Foundation Scholarships

Must have a physical, neurological and/or developmental disability and demonstrate community involvement and strength of character and resourcefulness in overcoming life challenges.

Value: \$400

Deadline: August 29, 2014

To apply contact:

Zajac Scholarship Committee
c/o Centre for Ability

2805 Kingsway

Vancouver, BC V5R 5H9

Phone: (604) 451-5511

www.bc-cfa.org/?page=80

20. Graeme Clark Scholarship

Graeme Clark, a professor at the University of Melbourne, Australia, led his research team to the invention of the bionic ear implant in 1982. Since then, thousands of hearing-disabled people have been able to use the implants and improve their quality of life. The scholarship, which is sponsored by hearing solutions company Cochlear, is open to candidates around the world who have received its Nucleus cochlear implant. Available to high school seniors, mature students returning to school, and students currently attending undergraduate or graduate institutions, the scholarship is renewable for up to four years.

To apply contact:

Cochlear Americas
The Graeme Clark Scholarship
13059 E. Peakview Ave.
Centennial, CO 80111
www.cochlearamericas.com

Read more:

[Grants for Deaf Students/eHow.com](http://www.ehow.com/list_6668978_grants-deaf-students.html#xzz1E3VHymb)
http://www.ehow.com/list_6668978_grants-deaf-students.html#xzz1E3VHymb

22. Dr. David A. Stewart Scholarship Essay Contest

Was offered in 2009-2010 as the "1st Annual"
Open to grade 12 students residing in BC who have a bilateral hearing loss of at least 50dB and plan to pursue post-secondary studies in Canada.

Awards for winning essays included \$500 for 1st place and \$100 for 2nd place as well as Honourable Mention. We obtained a complete list of rules and an application package by contacting Diane Little at: nwlittle@telus.net
Entry deadline last year was April 30

21. June Opie Fellowship

The award is available to citizens and permanent residents of Australia, Canada and New Zealand and is designed as an incentive for students of high academic achievement who have a severe disability. It is intended for those who plan to undertake graduate study with a view to prepare themselves for a role in the professions, in politics, or more particularly, in university teaching and research and who have disability issues as a continuing interest. This award is made to enable the recipient to secure such assistance, by travel, by the preparation of computer software, or by other means as will facilitate effective study and preparation for the future.

Value: \$12,000 (approx. \$NZD)

Deadline: January 10, 2014

To apply contact:

Simon Fraser University
Burnaby, BC V5A 1S6
Tel: (604) 291-5411

23. CAEDHH-BC (Canadian Association of Educators of the Deaf and Hard of Hearing – BC Branch) Student Award of Recognition

Four recipients selected to receive an award of \$250

Name to be submitted by CAEDHH-BC members

Awarded at each selected student's graduation awards ceremony Students selected are profiled in our BC Forum publication

B.C. Regional Report

By Chiara Burton

Hello Fellow CAEDHH Members,

As always, fall was a busy time for CAEDHH-BC. This year we held our annual conference in Richmond, B.C. The focus of our conference was “Making Connections”, a topic that reflected on both the informative speakers featured, as well as the chance for CAEDHH members throughout BC to connect in a central location.

This year, our keynote speaker was Lynn McQuarrie from the University of Alberta. Lynn shared research and findings on how visual language relates to the learning and teaching of reading, as well as learning in general. Her informative and engaging approach to the topic had us all “Kissing our Brains” throughout!

Lynn was followed by Janet DesGeorges, who is heavily involved with Hands and Voices, serving as past Executive Director, and past Outreach Director, in addition to being a co-founder of the organization at its beginning. Janet offered an interesting perspective for many of those in attendance, as she is also the parent of a child who is hard of hearing. It was eye opening to candidly hear from this perspective, as many of the conference attendees were teachers of the deaf and hard of hearing who often work alongside parents in supporting their children.

The day concluded with hearing from Mark Drolsbaugh, author of “Madness in the Mainstream”. Mark spoke to the group about the issues that arise when deaf and hard of hearing students are placed in a mainstream classroom. This discussion, based on his most recent book, was especially enlightening given both Mark’s as well as Mark’s son’s personal



experiences with growing up Deaf in a mainstream educational system.

As for now, BC looks forward to taking part in several upcoming events. The Childrens Hearing and Speech Centre of BC will be hosting a two day workshop with Carol Flexer, on April 24th and 25th. This will feature the research of Dr. Flexer as she speaks on the brain and its role in helping children with hearing loss learn to listen and speak.

As well, the Itinerant Teacher of the Deaf and Hard of Hearing Conference will be taking place on April 27th, 2015. Details are to follow, but remember to please save the date!

Best wishes to all CAEDHH members for a safe and happy holiday season.

Manitoba Regional Report

By Taylor Hallenbeck

This fall, CAEDHH – MB has taken part in various professional development activities. At the very beginning of October, CAEDHH – MB members joined with other professionals in the field to hear about how Audio Verbal Therapy practices are supported in Ontario. Two presenters – an AVT and a Cochlear Implant surgeon – came to speak about Ontario's province wide program for supporting listening and spoken language development for Deaf/Hard of Hearing children.

Later that month, on Thursday, October 16th and Friday, October 17th, CAEDHH MB took part in a workshop titled *Mental Health and the Deaf Community*. On Thursday, the focus was on Deaf adult mental health. A panel of stakeholders involved in mental health and in the Deaf community in Manitoba spoke about the challenges and research being done in this area. On Friday, the focus was on Deaf children and youth mental health. Cathy Chovaz, from Kings University in Ontario, was the keynote speaker this day. Cathy is Canada's first Deaf clinical psychologist. She came to speak about her research and practice.

At the end of October, CAEDHH – MB co hosted the Provincial Inclusive Education Conference for Deaf and Hard of Hearing students. This conference is an "information introduction" of sorts for teachers, EAs, resource teachers, administrative staff, and parents who work with mainstream Deaf/Hard of Hearing students. The keynote speaker for this year's conference was Dave Sindrey, author of *The Listening Room*. Other workshops, presented by CAEDHH – MB members, included *Understanding the Implications of Hearing Loss* and *Educational Programming, Curriculum Adaptations & IEP's for K-12*.



In November, two CAEDHH – MB members presented at a bi – monthly professional discussion group focused on the recent research into Cochlear Implants. The topic for this presentation was *Social Competency and Social Functioning Skills of children with CIs*. Two articles were compared. The first article was Predicting Social Functioning in Children With a Cochlear Implant and in Normal-Hearing Children: the Role of Emotion Regulation (2012) by Carin Wiefferink, Carlien Rieffe, Lizet Ketelaar, and Joan Frijns. The second article was Social Competence and Empathy in Young Children With Cochlear Implants and With Normal Hearing (2012) by Lizet Ketelaar, Carlien Rieffe, Carin Wiefferink, and Johan Frijns. These articles were compared, and critiqued. Finally, the group – presenters and audience together – discussed the findings, their implications, and application to the field.

Finally, in December, CAEDHH – MB members co hosted a Deaf/Hard of Hearing get together. About 100 students, K – 12 from across Manitoba, came to have a fun – filled afternoon of meeting old friends, making new friends, bowling, and non-stop pop and pop corn. Deaf Santa, and his Hard of Hearing elf assistant, also came to visit. They handed out goodies and watched/listened to children's Christmas gift requests. A fun time was had by all, kids and adults alike!

Maritimes Regional Report

By Maaïke Niet

I thought that I would share the last of the fall colours in rural Nova Scotia with CAEDHH members before they fade into the grey and white tones of the winter weather that is just around the corner.

MAEDHH met for our annual general meeting on October 23rd where the new executive was elected. We would like to welcome Margaret MacDougall into the position of treasurer. Jackie Saunders remains for her second year as president with Lisa Weir continuing as vice-president, Dori Walsh returns for her second year as secretary and Maaïke Niet was re-elected for a second term as the regional director. Our membership numbers are holding steady with 42 full time members, 2 lifetime members and 2 associates.

Assistance for professional development was provided to five of our members who attended the AG Bell conference in Orlando, Florida this summer and we have an application in progress for a member to attend the ACIA CI Symposium in Nashville. We currently have had three applications for the ICED conference in Greece in 2015. With dwindling funds in the MAEDHH account, there is concern about whether we will be able to maintain our current levels of support for professional development. In October, MAEDHH members attended the annual fall in-service at APSEA for three days of professional development followed by the provincial in-service day, where members participated in various professional development opportunities. Lisa Weir and



Jackie Saunders presented a day of workshops which included a nice combination of colleague collaboration and the presentation of new information.

These sessions focused on developing activities and strategies for working with DHH students with additional special needs, coaching and the opportunity to brainstorm ideas for particularly challenging situations.

MAEDHH members also attended sessions by the APSEA library staff, and sessions about accessibility and teacher competencies. We were all kept very busy with staff meetings, union meetings as well as a fabulous retirement social and a union social.

At the MAEDHH meeting this year, we highlighted the benefits of membership and encouraged new staff to join. We decided to switch all of MAEDHH's minutes and reports from years past into digital storage and archive binders in a secure location. We also established a committee who is planning to look into doing a member's survey and determining the future direction of MAEDHH.

Newfoundland and Labrador - Regional Report

By Kevin Hennessey

Winter has arrived with a bang here in Western Newfoundland and Labrador; it would seem that mother nature doesn't want us to get too comfortable and has decided to bring our wonderful Fall weather that we were all enjoying so much to an abrupt end.

In order to meet the professional development needs of Educators of the Deaf and Hard of Hearing within the province of Newfoundland and Labrador, the NL Department of Education Student Support Services Division is continuing to sponsor a number of meetings and professional development sessions which are intended to support Teachers and make their practice more consistent across the province.

A working group made up of itinerant Teachers, school-based staff, and personnel from the Division of Student Support Services, which was established a number of years ago, is continuing to meet on a regular basis in order to provide direction to future initiatives regarding education of the Deaf/Hard of Hearing student population in NL.

In October, 2014, professional development was provided to Itinerant Teachers and Auditory Verbal Therapists by Anita Bernstein and Elizabeth Fitzpatrick. Anita is the Director of Therapy and Training Programs at VOICE in Ontario for Hearing Impaired Children, and Elizabeth is an associate professor in audiology in the School of Rehabilitation Sciences at the University of Ottawa. This marked the fourth of six sessions presented to us by Anita and Elizabeth and will eventually lead to Listening and Spoken



Language Specialist certification for many of our Educators of the Deaf and Hard of Hearing. As well, we are continuing our efforts to place information regarding our Deaf and Hard of Hearing population on the APSEA database, which is based in Halifax. By the end of this school year, all Itinerants should have information such as audiograms, assessment reports, work plans, etc. on the database. This should make our efforts to standardize practice across the entire province easier. In conclusion, I would like to once again thank Darlene Fewer Jackson, our Consultant at the Dept. of Education for her continuing efforts to provide us with these professional development opportunities.



A Note of Thanks to Eric Greenwood, CAEDHH Website Manager

CAEDHH is but one of Eric's pastimes. Eric is an avid traveler. He has travelled extensively in Europe and enjoyed a road trip across Canada, which included time exploring the Maritime Provinces this past spring. At this very moment, he is touring Australia and New Zealand.

Eric is also a nature enthusiast with a keen interest in birding, and has participated in bird counts in the Vancouver lower mainland on a regular basis for many years. Eric donates his time willingly to nonprofit organizations, including not only CAEDHH but also 'Nature Vancouver', formerly the Vancouver Natural History Society.

A heart attack in the summer of 2009 did not slow Eric down and may in fact have served as an inspiration as he carried the Olympic torch with great pride during the Olympic Torch Relay in February, 2010.

Eric originally hails from Britain where he received his degree in Computer Sciences. He has a rich and varied background, with training, experience, and skill in software, web design, information and systems technology, marketing and project management.

So, it comes as no surprise that Eric was our go to person in 2007 when the National Executive sought someone to help renovate the CAEDHH website. The goal of the executive was to build a website that would be current and informative, that would connect those working in our field, and would serve as a resource by linking professionals to various sites.

With a keen eye for detail and a willingness to work continuously and collaboratively with the National Executive, Eric designed and has maintained a website that represents and serves our professional association well.

Features of particular note during Eric's tenure include the promotion of and link to ICED 2010, and the posting of our Journal in a members' only link. Additionally, ongoing updates with respect to CAEDHH Professional Certification including user friendly access to information and the application process, professional development opportunities, and job openings across the country are features Eric has maintained.

News on the home page effectively highlights information of relevance and importance. Eric has always been available to deal with our requests, and changes or additions were always made quickly and efficiently.

With gratitude we recognize Eric for the work he has done as web manager for the CAEDHH website over the past 7 years. As a gesture of goodwill and in keeping with his commitment to serve nonprofit organizations, Eric has volunteered countless hours to CAEDHH. Within the context of an overarching goal to use technology to connect members and promote CAEDHH, the CAEDHH website has played a significant role.

On behalf of the executive and members of CAEDHH we acknowledge Eric for his time and effort on our behalf and extend our sincere thanks.

Characteristics of Students Who Read on Grade Level: What Can Teachers Influence?

By Meigan McLean, Diane C. Nielsen, Deborah Stryker and Barbara Luetke

Abstract

A comparison across multiple variables of students who were deaf or hard of hearing (D/HH) and read at or above grade level is reflected in case studies of four students. Emphasized are the factors that professionals can influence to achieve similar results. The four students were part of a larger, recent study by the authors that included children who were of average intelligence, from English speaking families, wore hearing aids or CIs from a young age, attended the same school program where grammatically correct Standard English was used by adults and expected (shaped and reinforced) from students, and were old enough to be administered an annual battery of standardized English language and reading tests.

Ann and Bridget were the same age and ethnicity, and both were identified as having a hearing loss when they were infants, obtained hearing aids as toddlers, had cochlear implant (CI) surgery as young children, and developed intelligible speech. The casual observer might assume that with having similar profiles, the girls would have achieved in a similar way academically throughout elementary and middle school, but that was not the case. The purpose of this paper is to briefly share the findings of a larger study that was conducted in a school for children who were deaf or hard of hearing (D/HH) that is located in the northwestern part of the United States. Standard English is spoken and signed simultaneously (using Signing Exact English; SEE; Gustason, Pfetzing, & Zawolkow, 1973) by all administrators and teaching staff and children are assisted and encouraged to speak and sign grammatically-correct English as well. The focus here is on two case studies of four students, two boys and two girls, addressing the question that guided the research: "What variables might explain the reading achievement of these students and how can professionals use this information to support other students?"

Background

Evidence-based variables that have been found to be associated with the language and literacy development of students who are D/HH can inform professionals in the field of deaf education as to practices they can affect (Cannon, 2013; Spencer & Marschark, 2010). Few background characteristics of students who are D/HH have been reported in previous research regarding English language and reading achievement. Those usually reported included unaided hearing loss, date of identification of loss, length of device use, age at the time of the study, and speech reception and production abilities (e.g., Watson, Hardie, Archbold & Wheeler, 2008). Most available studies have not reported information found to relate to reading proficiency such as aided hearing acuity, ratings of self esteem (Koller & Baumert, 2006; Huang, 2011), English language (morphemic awareness and syntax) proficiency (Nielsen, Stryker, & Luetke, 2011), and the extent to which parents can sign (Calderon, 2000). In addition, few researchers have investigated English language abilities and reading achievement of students beyond the third grade level using standardized instruments.

Harris and Terlektsi (2010) explained the importance of the couple of studies that have explored cochlear implant (CI) use and reading ability beyond the early elementary years, a time when the demands of literacy begin to increase and require the reader to deal with more complex sentences and abstract concepts, often referred to as decontextualized English (Dickenson & Snow, 1987). Beginning in second and third grade and continuing through high school, an important aspect of reading competence is the ability to read infrequent and abstract vocabulary, decoding highly similar words that differ by morphemic structure (e.g., *know*, *knew*, *known*, *unknown*, *knowledge*, etc.). (See Nielsen et al., 2011, for a review). Small morphemes (the, he, or) and especially bound morphemes (e.g., -ed, -s), are hard to hear, even with CIs (Spencer, Tye-Murray, & Tomblin, 1998).

Overview and Participants of the Larger Study

Recently a comprehensive study of children who were D/HH and who all attended the same school was completed. Students were administered both informal and formal tests of language and reading annually. Seventeen of children enrolled at the school who were from English speaking homes, old enough to be tested, had no additional significant disabilities, and were granted permission by their parents, participated in this study. Thus, eight boys and nine girls, ranging in age (and grade level) from 7;6 years (second grade) to 13;9 years (eighth grade) participated. Eleven were Caucasian, three were Asian, and three were biracial. Information about the age of identification, age of obtainment of assistive listening equipment, unaided pure tone average, and pure tone average while wearing equipment and other individual student data (grammatically accurate speech, language and reading proficiency) was collected. Review of the relevant research literature, methods, results, discussion of the findings, and limitations of the project are available elsewhere (Stryker et al., 2014, Luetke, 2014). Individual information on four students, the focus of this paper, is presented in a case study format to provide a context for the discussion of factors associated with linguistic and literacy proficiency that educators might influence. The four intermediate-grade students had average intelligence, were of the same ethnicity, and were close in age at the time of identification of hearing loss, yet developed age appropriate English-language proficiency and reading achievement to different degrees. Information regarding various variables was examined to identify potential reasons for the differences in achievement.

Case Study Results: The Girls

Ann and Bridget were both identified as infants to have a hearing loss, fitted with hearing aids, and had CI surgery as young children. Ann started attending the program described here when in kindergarten and Bridget began in first grade. Ann had an older sister who was deaf and her family used speech paired with Signing Exact English (Gustason, Pftzing, & Zawolkow, 1973) in the home. However, Bridget did not have access to language until she entered school, saw speech and sign combined, learned to sign herself, and received consistent speech articulation and language correction and reinforcement. It is documented in school records that the girls did not have typically developing speech, listening, or English language development before program enrollment. In the spring of Ann's first grade year at school, she articulated 77% of the phonemes on the *Photo Articulation Test* (PAT-3) correctly, whereas Bridget scored 84%. That is to say that both girls had fairly intelligible speech.

When given a structured English-language task that same year, Ann used grammatically accurate English 94% of the time; but Bridget only 12% of the time. On an additional, less structured language sample, Ann used grammatically accurate English 96% of the time and Bridget 31% of the time. Thus, speech ability did not reflect English-language ability; a concept that is often difficult to explain to parents and professionals unfamiliar with deaf education.

In the final year of the data collection for the study, Ann and Bridget were both in grade 4. Both girls had highly intelligible speech (Ann scored 100% on the PAT-3 and Bridget scored 99%), but differed dramatically on the percent scores derived from language sampling. Ann scored a 98% and 82% correct on structured and unstructured samples taken annually by their teachers, whereas Bridget scored 57% and 44% correct. Ann obtained a core standard score of 91 on the CELF-4, a score slightly below the mean. In contrast, Bridget obtained a CELF core standard score of 64, approximately two standard deviations below the mean. In terms of reading achievement, Ann obtained a standard score of 68 on the Reading Comprehension subtest of the *Gates-MacGinitie Reading Test* (GMRT; MacGinitie, MacGinitie, Maria & Dreyer, 2000), a score of almost one standard deviation *above* the mean when compared to hearing peers; Bridget scored more than one standard deviation *below* the mean.

Both Ann and Bridget were rated as having high self-esteem (Rosenberg, 1965). Ann's mother was rated high on the parental-sign assessment (a rating of 3; able to explain homework make requests, carry on a conversation for more than 10 minutes). Bridget's mother signed somewhat to her daughter, usually single, uninflected words (a rating of 2). Ann's parents were rated at the medium-level of involvement in school activities (such as Curriculum Night, IEP meetings) while Bridget's mother was rated as low in participation.

Ann's linguistic and literacy achievement might be explained by her access to proficient simultaneously spoken and signed Standard English at school but also outside-the-school day via parents who were consistent SEE users when conversing with both she and her older deaf sister (who attended the same school program). Evidence that Bridget's English and reading skills were not commensurate with her same-aged hearing peers (when the norms of the formal tests were used as a standard) may have been due to observed over dependence by her mother on her CI for basic communication, modest parental signing abilities, and lack of parental involvement in her school program.

Methodology

Students enrolled at the school had been evaluated by one of about twenty home school district IEP teams to require specially designed instruction and, therefore, attended a school for the deaf. As described in Appelman, Callahan, Mayer, Luetke, and Stryker, (2012), school administrators had developed a specific philosophy and operationalized it over the course of thirty years in an English language and literacy-based academic curriculum using texts designed for hearing students enrolled in general education classes (including reading; Harcourt, 2001).

Following the research findings of Mayer and Lowenbraun (1990), teachers and teaching assistants were observed and coached regularly by administrators to ensure grammatically accurate use of Standard English via simultaneous use of speech and signs (i.e., SEE) during all instructional and social conversations at the school. Vocabulary from the *SEE Dictionary* (Gustason et al. 1973) was practiced almost weekly at staff meetings and most all personnel attended annual, intensive three-day trainings to increase and practice their linguistic manual ability. Teachers were found to sign

93% or more of their instructional speech in language samples collected by Mayer (2013) for an ethnographic study of the listening, speech, and English grammar strategies used during lessons.

All students at the school could access human speech wearing assistive listening devices save one who was too young to participate in the recent study. These students wore hearing aids or one or two cochlear implants (CIs), checked twice a day to ensure they were working, as well as an FM system to facilitate listening, speech articulation acquisition, English language development, and literacy achievement.

Students were placed into grade-level homerooms based on chronological age and both a teacher-of-the-deaf (TOD) and an assistant teacher were assigned to classes of no more than seven students. In addition to a daily literacy block, math, and special classes (e.g., science, art, music), students received an individual tutoring session with a TOD for about 15-20 minutes daily, and all students mainstreamed throughout the week to local area schools for at least one class with hearing peers. See Appelman et al. (1980) and Appelman et al. (2012) for additional information about school policies and curriculum, as well as above average rates of college graduation and employment of the school's graduates.

Measures

English language. Teachers evaluate the English language and reading abilities of their homeroom students annually using informal and formal tools to guide lesson planning. Measures of grammatically-accurate English include the *Photo Articulation Test* (PAT-3; Lippke, Dickey, Selmar, & Soder, 1997) to assess speech articulation, structured language samples (SPELT, Werner & Krescheck, 1983) and unstructured language samples. In addition, one of two standardized measures of English-language proficiency is given per year, the *Clinical Evaluation of Language Fundamentals-4* (CELF-4; Semel, et al. 2003) or the *Comprehensive Assessment of Spoken Language* (CASL; Carrow-Woolfork, 1999). The CELF-4 was administered the year of this study.

All assessments are administered by TODs and student responses given in simultaneous spoken and signed Standard English (i.e., SEE). Speech and signed responses are transcribed such that the most grammatically inclusive utterance was captured. For example, if a child said, "Family is going Great Wolf Lodge" and signed, "My family go to Great Wolf Lodge next week," the teacher would transcribe the utterance as, "My family is going to Great Wolf Lodge next week." Those who administered tests for the study had an average of 13 years of experience.

Reading. Reading was measured using the standardized assessment, *The Gates-MacGinitie Reading Test* (GMRT) - 4th edition (MacGinitie, MacGinitie, Maria, & Dwyer, 2000), and the score from a researcher-created measure of morphological awareness (MA).

Self Esteem. One parent of each of the participants, commonly the mother, completed the Rosenberg Self-Esteem Scale (SES; Rosenberg, 1965) about their child. This measure consists of a ten-item Likert scale with statements of self-worth or self-acceptance (e.g., "On the whole, my son or daughter is happy with himself or herself"). The instrument consists of five positively-phrased statements and five negatively-phrased statements. Parents were asked to rate each statement in one of four ways (i.e., strongly agree, agree, disagree to strongly disagree). In scoring, each response to a statement was given a rating score from 0 to 3 points; then added. Thus, a total score per child could range from 0 to 30 points. Rosenberg considered a score between 15 and 25 points

to be within a normal range of self-esteem (a score of 25 to 30 points to indicate high self esteem; a score of less than 15 points to indicate low self-esteem).

Parents' sign ability. A survey designed by the first author to obtain information on parents' signing ability was collected from the person who served as the primary adult communicator in the home. Typically, this was the mother. The parent was asked to circle the number in a table of descriptors that most closely described his/her signing ability. See the Appendix.

Parental involvement in school activities. Parent involvement in their child's educational environment was judged subjectively by each participant's homeroom teacher in conjunction with the first author who had worked at the school for five years and was well acquainted with all the families. The two raters resolved discrepancies. To obtain a rating for parental participation, consideration was given to three factors: the amount of at least one parent's support with academics (e.g., writing in the teacher-parent communication notebook, setting a homework time at home, addressing school concerns at home, etc.), classroom support (e.g., visiting the school and classroom, talking with the teacher via telephone or email, etc.), and attendance at school-wide activities (e.g., Curriculum Night, IEP conferences, parent programs and trainings, etc.). Parents were rated as being very involved (3 points), somewhat involved (2 points), or as having little to no involvement (1 point).

Results: English Language Proficiency and Reading Achievement

Findings of the larger study related to English-language proficiency were that while most students scored high on the PAT-3, speech articulation ability did not correlate significantly with language or reading ability; a developmental trend occurred in all data collected by each measures; and no plateau in language or reading ability was evidenced. Scores on all English-language measures (except speech) correlated significantly with all reading measures; the correlations that compared MA and Reading Vocabulary scores had the highest significance. Language proficiency, as measured on the CELF-4, significantly predicted reading achievement. The majority of the students read at or above grade level when compared to hearing peers as assessed by the GMRT. All students who read at or above grade level were rated as having normal or high self-esteem (most fell in the "high" range) and all but one child had parents who were involved in their child's schooling. For detail on the results of the larger study, see Luetke (2014) and Stryker et al. (2014).

Case Study Results: The Boys

Two boys, Art and Bill, were identified with a significant hearing loss as toddlers (Art was three years old and Bill was two years old). Both boys were fitted with hearing aids almost immediately after their hearing losses were identified, but Bill had cochlear implant surgery when he was six years old and Art did not. Their aided hearing was in the mild range, although Allen (1986), as well as Tymms, Brien, Merrell, Collins, and Jones (2003), all found in their research that degree of hearing loss did not predict reading scores and that a mild loss can negatively effect academic achievement. Art's aided hearing was 20 dB across the three frequencies most associated with human speech (500, 1000, 2000Hz); Bill's aided hearing average was 27 dB. Both boys consistently wore their assistive listening devices at home, on the bus, and at school.

Art was enrolled in a parent-infant and toddler services in a deaf education program and entered the program described in this paper when he was three years old. Because the school only accepts students who have been assessed to require specially designed instruction for speech, listening, and English language development, it is documented in school records that Art did not have typically developing skills in these areas. Bill first attended a general education kindergarten class at a hearing school, without the support of a teacher of the deaf or simultaneous speech and sign, before enrolling in and repeating kindergarten at the school described here.

In the spring of Art's first grade year at the school, he articulated 11% of the phonemes on the *Photo Articulation Test* (PAT-3) correctly, whereas Bill scored 5%. Yet, for the most part, the boys had unintelligible speech. When given the structured English language task, Art used grammatically accurate English 34% of the time; Bill used grammatically correct English 11% of the time. On the less structured, more spontaneous language sample, Art used grammatically accurate English 11% of the time and Bill 5% of the time. The CELF standard score of both boys in first grade was in the 1% range. Thus, in first grade, most of the speech and language of these two boys was inaccurate and ungrammatical compared to hearing peers.

In the last year of the data collection, Art was in grade 4 and Bill in grade 5. Both had almost perfect speech (Art scored 99% on the PAT-3 and Bill scored 100%). Although both boys demonstrated intelligible speech, Art evidenced comprehension and use of English language proficiency in both structured and unstructured samples, while Bill did not. Art's structured language score was 96% correct; Bill's was 84%. On the more rigorous unstructured task, Art scored 87% and Bill, 42%, even though he was a year older than Art.

Art obtained a CELF-4 core standard score of 112, a score almost one standard deviation above the mean. In contrast, Bill's score was 62, approximately two standard deviations below the mean. Thus, just as with the girls, speech ability did not mirror English language proficiency. On the measure of reading achievement (GMRT), Art obtained a standard score on the Reading Comprehension subtest that was considerably *above* the mean when compared to hearing peers, in contrast to Bill who scored considerably *below* the mean on reading comprehension.

Art's rating on the self-esteem tool fell in the normal range (a score of 25), but Bill's was 17, the lowest of all students in the study. Bill had experienced several important changes in his family life in recent years. His unhappiness over these changes was often reflected in his inappropriate behavior at school and may explain his rating on the self-esteem scale. The first author, who has taught both of these students, had had many interactions with their parents, and had observed Art's mother communicating with her son, rated her as having average signing ability using the tool described above. Examples include being able to sign simple questions such as "Do you want a _____?" and simple sentences such as "This is a ____" and conduct short turn taking, signed conversations with at least two turn takings. In contrast, Bill's mother was rated as knowing and using little to no sign with her son. In terms of school-related involvement, Art's mother was rated as having high involvement and Bill's mother as little to no participation.

The difference in the English-language proficiency and reading achievement of the boys is perhaps due to Bill's lack of early intervention and access to English (using sign) during his infant, toddler, and preschool years, his low self esteem, and the observation that his mother had little to no signing ability. In addition, Bill's mother was observed to rely on her son's use of his CI, which only allowed for basic, routinized communication and lack of manual modeling of grammatically accurate English. Most signs and many affix sign markers to distinguish highly similar words (*art* from *artist*, *artistically*, *artful*, etc.) were inaccessible to Bill in the predominantly oral only communication outside of his school day.

Discussion: Teachers Can Affect Language Proficiency and Reading Achievement

Findings of the larger study, exemplified by the case studies of four of the students, provide directions for teachers of the deaf and other professionals in the field of deaf education regarding factors over which they have influence. These include advocacy for earlier entry into appropriate programs and teachers who are certified in deaf education, assessment-based instruction to develop speech and age-appropriate English language (e.g., morphemic awareness, vocabulary, syntax), utilization of evidence-based language and literacy practices, activities to raise the level of student self esteem, and encouragement of parents to be involved in school activities.

The consistent variable in the present study that was associated with reading proficiency was access to grammatically-accurate English referred to here as Standard English and available to the students at this school via SEE. Perhaps unique to the field of deaf education, speech articulation ability often does not reflect age appropriate language ability. Educators can do much to assist students who are D/HH to obtain the same age appropriate English that is acquired by their hearing peers and required for academic advancement and employment (Appelman et al. 2012). Obviously, teachers of the deaf should model grammatically-correct English, just as they would if they were instructing hearing children; there is no research to suggest otherwise (Luetke, 2014). Providing access to the morphemes of English, especially the bound morphemes, has been demonstrated to be essential for independent decoding of unknown words starting in second grade (Cannon & Kirby, 2013; Carlisle, 2004). Fillmore and Snow (2002) emphasized that educators play a critical role in facilitating student acquisition of those aspects of English (i.e. technical English vocabulary, highly similar derivations of words, complex English grammar) necessary to comprehend and discuss various school subjects.

Many studies provide evidence that the younger children are identified and receive appropriate assistive listening devices the better they speak and use English language (e.g., Harris & Terlektsi, 2010). Professionals in the field of deaf education can advocate for the important first steps of early infant screening, follow up, and the obtainment and wearing of appropriate equipment during all waking hours when they educate both parents and other professionals. They can advocate for enrollment in parent-infant programming with the services of a teacher of the deaf, the continued development of spoken English, and for the support of listening, speech, and English language development by the signing or fingerspelling of words or word parts that children demonstrate they do not hear or use in their own utterances (Guo, Spencer, & Tomblin, 2013; Harris & Terlektsi, 2010; Luetke, 2014).

When manual support is helpful to facilitate listening, speech, English language, and reading development, professionals can encourage parents to purchase sign dictionaries, attend sign classes, and investigate new technologies to make sign instruction more available to them (e.g. apps on phones, the use of Skype for teaching, etc.). Childcare can be provided so that class attendance is more advantageous for parents and older siblings also can attend. Teachers of the deaf and speech language pathologists who work with children who are D/HH can welcome parents and other family members in their classes and sessions to view techniques used to support the development of listening, speech, English vocabulary and grammar. Finally, teachers of the deaf and other professionals involved in deaf education can focus on empirical practices of assessment and facilitation of skills. Cummins (1984), a Canadian hearing, bilingual educator, suggested that students need five to seven years to build a language base on which age-appropriate literacy can be developed. By the time they graduated eighth grade, the children described in these case studies had been at the school at least eight years, were taught each year by TODs, and were supported in their listening, speech, and English language development by SEE. By this year in the program, Ann, Bridget and Art read at or above grade level compared to hearing peers, and Bill was reading but a year behind his grade level. This occurred because spoken and signed linguistic input to the students was comprehensible (Krashen, 1982), grammatically correct, consistently used, and through the air language match the language being read (Harris & Terlektsi, 2010; Knoors & Marschark, 2012).

Appendix

Survey regarding the signing ability of the child's primary communicator in the home.

3	2	1
Able to explain things clearly and completely (e.g. help with homework).	Able to ask simple questions, such as "How are you?", "Do you want a _____?"	Able to only communicate with basic vocabulary words such as "Hello," "Good-Bye," colors, family members, food names, basic actions (walk, run, sleep).
Able to compare/contrast information.	Able to have a short conversation with at least two turn takings for 1 to 2 minutes.	
Able to make requests.	Able to sign short sentences such as "This is a _____" "Look at the _____," "I love you."	
Able to carry on a conversation about a topic that is not present for more than 10 minutes (for example - answering questions about what had happened at school).		

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Parent Emotions and the Diagnosis of Deafness

By Sarah Kelly and Charlotte Enns

While there have been studies that have examined parents' perceptions of the EHDI (Early Hearing Detection and Intervention) program experience, few studies have addressed the grief reaction, and specifically how parents are emotionally supported and provided with the necessary information to make informed choices. The purpose of this study was to examine how parents described their emotional journey and their interactions with professionals, who helped and hindered their ability to overcome their grief and make the myriad of decisions that faced them.

This study consisted of eight hearing families, eight mothers and seven fathers whose children had been diagnosed with a hearing loss through a Canadian early hearing detection and intervention program. All families used English in their home and lived in an urban setting. All families except for one had a household income of \$85 000 or higher. Children's ages were between 12 months and 3 years, 10 months. The degree of hearing loss ranged from moderate severe to profound. Every child who was eligible received bilateral cochlear implants by or before twelve months of age. All of the children were enrolled in Auditory Verbal therapy; two children were also learning signed language.

The findings in this study revealed that parents were open about grief feelings immediately following their child's diagnosis. Parents

shared a very negative view of deafness and what the diagnosis of hearing loss meant for their child. Hearing loss was viewed as a limitation, loss of opportunity and lifelong dependency. Many parents initially presumed that American Sign Language was their only option and accepted it with resignation and fear. Many parents wanted limited exposure to Deaf Culture, and to other children with hearing loss. Parents described grieving for the loss of their expectations in terms of how they would be able relate to their child, envisioning opportunities and activities for their child, and the anticipated experience of parenthood. But parents were clear that their grief was short-lived. Parents came to believe that technology would overcome the negative implications that they first envisioned. With the technology, their children would be returned to "normal" which was often defined only in terms of their child's speech and hearing. Parents shared and projected messages of positivity and joy; however, these comments again were frequently tied to the positive age-appropriate speech gains.

Even though families shared their perception of their child as normal, they described being deeply saddened when they faced situations where they could no longer hold that belief to be true. Many parental experiences demonstrated a struggle between their attempts to view their child as not deaf – or as they said "normal" - and those situations where

they could not reconcile those visions with the realities they encountered. To view their children as not impacted by their hearing loss, parents, especially mothers described feeling a great deal of pressure to carry out therapy. Parents also described how social encounters contributed to feelings of grief when their child's differences were emphasized or revealed to them in these interactions.

Research confirms that parents' reactions to their child's medical diagnosis can be greatly influenced by the information and advice they receive from professionals who support them (Mitchell & Sloper, 2001). Many EHDI programs have created or incorporated a position of a support worker or service coordinator to assist families as they transition from diagnosis through early intervention, working with them through their emotional reactions and their need for information. Yet some parent perspective studies indicated that parents have mixed feelings about the need and value of these positions (Fitzpatrick et al., 2008).

This was the case for the parents in this study - their constructed meaning of deafness left them feeling as though there was little need to seek further emotional support. For many parents, the technology allowed their children the opportunity to be "normal" which was defined in terms of their ability to hear and speak. Parents did agree that for the most part having one touchstone person, who was knowledgeable in the field and about the services available, was helpful. A significant component of parents' perceptions of being supported had to do with having a strong partnership with their supporters and feeling that there was someone there for them whenever help was needed.

The experience of the parents in this study demonstrates that there is a need for supporting professionals to be involved when families receive the diagnosis of hearing loss. Their stories highlight a need for better support in how they build their meaning of deafness. Professionals need to help provide families the space and opportunity to feel, share and explore the range of emotions and information they encounter when a hearing loss is diagnosed.

If professionals focus too much on minimizing a child's hearing loss by offering solutions, there is the potential that parents may not have the opportunity to fully process their emotions, and gather information and experiences. Assisting parents in balancing the positive perceptions of deafness with their initial negative perceptions must extend beyond the experiences that parents shared in this study.

FM Systems for Students with Hearing Loss: *The Decision Process*

By Maureen Clarke

Teachers of the Deaf and Hard of Hearing in consultation with educational audiologists need to make decisions about which FM system or classroom sound field system will best suit their students' listening needs. We have many options from a range of FM companies that offer either personal FM or sound field systems. Often we are faced with the dilemma of whether or not to patch a personal FM to a classroom FM or infrared system. Each company will give a rationale to the benefits of their particular system and consequently we need to decide which one is the best option. Phonak offers a Dynamic Sound Field system that can be directly patched to a student's personal FM. Other companies have also suggested patching as an option so that the entire class also benefits from a sound field. The technological needs can be more challenging to meet when there are several students with hearing loss in one classroom. I have decided to outline the experience I had with this decision as I endeavoured to determine the best option for a grade five student who has a cochlear implant and a hearing aid.

Sean (not his real name) received a cochlear implant in his right ear just before his kindergarten year. He continued to use a hearing aid in his left ear and when he began grade one it was recommended that he also be fitted with an FM system. It was very clear that his personal FM helped him to develop the auditory skills he needed for early language and speech skills. Then in grade five, another student with a mild hearing loss joined Sean's class.



The recommendation was to have a classroom FM system for this student. The dilemma was how we would accommodate both students' needs. That year our school district had ordered Redcat Infrared systems (Lightspeed)

and so I decided to approach the teacher for a trial of this new system even though she was already using Sean's personal FM. We began the trial by asking the teacher to use both the Redcat mic and the mic from the personal FM system (Phonak Inspiro FM system). Since the Inspiro mic could be clipped onto the lanyard of the Redcat mic, there shouldn't be interference between the two, such as one mic rubbing against the other. Fortunately the teacher complied and we heard positive feedback from all of the students, including Sean, who said he liked the Redcat because it sounded "more clear" with his hearing aid. The teacher said that she would continue using both microphones if I felt that it would help Sean but that she would prefer to use one microphone if that could be arranged. The question remained whether we should patch Sean's personal FM to the Redcat, or find another Soundfield that was more compatible – the Phonak Dynamic Sound Field. With so many options to evaluate I knew that I needed to do a functional listening evaluation so that the best decision would be made.

I called our Provincial Outreach Program audiologist to help with the evaluation. She initially recommended the patching of the Inspiro personal FM to the Dynamic Sound Field because they were both Phonak systems. However, I talked to her about the success of the Redcat and explained that I wanted to objectively evaluate both systems. Her evaluation happened over two afternoons and she surprisingly concluded that the Redcat in conjunction with Sean's personal FM would be the best arrangement for his listening needs. We were not sure that his responses were accurate because he showed fatigue and the audiologist's voice was unfamiliar. I decided to repeat the evaluation myself using different word lists so that we could verify the recommendation. The following table is from my test results and it shows the outcome that was strongly in favour of using two microphones with no patching. This was in agreement with the audiologist's findings.

Using the Bamford-Koval-Bench/Standard American English (BKB/SAE) Sentences, I compared the following situations using 10 sentences from each list. I also used an audio recording of multi-talker noise at a low level to simulate a classroom experience.

Assistive Devices	List from BKB Sentences	Score & Comments
1. CI only plus Phonak Dynamic Sound Field	List 1	8/10 Sean asked for repeats and was uncertain about word endings.
2. CI only plus Redcat Infrared Soundfield	List 4	7/10 Sean asked for repeats and did not understand 2 entire sentences.
3. a) CI plus personal FM plus Phonak Dynamic SoundField	List 2	7/10 Sean asked for repeats and missed one sentence and some word endings.
3. b) CI plus personal FM plus Phonak Dynamic Sound Field	List 5	4/10 This test was used to verify the previous test and was conducted on a different day. Many omissions and word errors were made.
CI plus personal FM plus Redcat Infrared Sound field	List 3	8/10 Sean made just 2 small word errors with the substitution of one sound.
CI plus personal FM patched into the Redcat Infrared Sound field	List 6	6/10 Sean asked for more repeats than the other options. He missed complete sentences and had more word substitutions.

Conclusion: The lists above were all different from each other and even though some of the scores were very close it was clear during the testing that Sean had the most success with the use of two different systems: Phonak Inspiro FM for his personal FM plus the use of the Redcat Infrared Sound field system. Sean reported that he heard more clearly when the teacher used both microphones. He felt that he could also hear more speech on his hearing aid side with this arrangement even though he uses an FM receiver with the hearing aid.

We have now had more than a year to try the use of two microphones for this student. With the two teachers who have used them, we have received positive feedback. The teachers like the clarity of sound for the entire class which also consists of students who have mild hearing loss or auditory processing challenges. This functional listening evaluation has proven to me that it is helpful to evaluate more than one assistive listening technology tool to determine the best option for the students we support.



University of Manitoba Update: Teacher of the Deaf/Hard of Hearing PBDE Program

By Charlotte Enns & Sarah Kelly

As we outlined in a previous edition of the CAEDHH Journal, the University of Manitoba (UM), in collaboration with Manitoba Education, designed a program to prepare current teachers to specialize as Teachers of the Deaf/Hard of Hearing. We are proud to report that our 13 students (pictured above with Charlotte Enns and Sarah Kelly) completed the program and graduated in October 2014!

The program was structured within the UM Post Baccalaureate Diploma in Education (PBDE) and included 30 credit hours of coursework and a 10-week practicum scheduled over two years (2012 – 2014). The program was a “one-time” offering and will not become a permanent program of the UM, so students were required to make a commitment to complete the entire program within the two-year schedule. Courses were offered online and over three summer sessions to allow teachers from outside of Winnipeg (and in one case, outside of Manitoba) to participate.



Course offerings included:

Summer 2012

Language, Learning and Literacy

Fall 2012

Communication Approaches in Educational Settings

Winter 2013

Educational Audiology 1

Summer 2013

Educational Audiology 2

Deaf Studies (and ASL)

Fall 2013

Curriculum Development with DHH Students 1

Winter 2014

Curriculum Development with DHH Students 2

Summer 2014

Listening & Speaking with DHH Learners

Literacy Development with DHH Learners

The final courses during the Summer of 2014 were organized to provide opportunities for students to practice the assessment and intervention strategies they were learning in class with actual children. Each morning a group of DHH children (and some of their parents) attended sessions at UM and worked individually or in small groups with the ToDHH candidates. This experience was a great learning experience for all involved!

We would like to express our appreciation for all the positive support our teacher candidates received from experienced ToDHH in the field during their practicum placements, and also to those who served as instructors for several of the courses. We are proud to introduce a new group of Teachers of the Deaf/HH to our profession!



The Manitoba School for the Deaf and the Toyohashi School for the Deaf in Japan: Sister Schools

By Len Mitchell and Erica Weselowski

The Manitoba School for the Deaf (MSD) has had a student exchange program with the Toyohashi School for the Deaf (TSD) in Japan for over 10 years. Japan has 90 schools for the Deaf. At 116 years old, TSD is one of the three oldest schools in the country and currently has 69 students. The school follows the Total Communication philosophy and some students also communicate in written English and/or use American Sign Language.

Over the years, TSD has sent numerous groups of students and staff to Manitoba to learn English and about Canadian culture while we at MSD have had the opportunity to send three groups of students to Japan. These exchanges have been invaluable for our students. For some students, this exchange marked their first time travelling by plane, first time being in a country that has a different culture and language, and first time learning in a very different school system.

In October 2014 three boys and two staff visited Japan for ten days. We took a 15 hour flight from Nagoya via Vancouver and Tokyo, leaving Winnipeg at 7:15 a.m. on Thursday and arriving in Nagoya on Friday at 6:15 p.m (4:15 a.m. Winnipeg time).

The students stayed with host families for a weekend, and then spent a couple nights in the dormitory before returning to their host families. The staff stayed at the homes of current and retired TSD staff. They had fantastic experiences experiencing new types of transportation including the streetcar, train, express train, and several subways. They enjoyed trying different foods as well as using chopsticks...but some of them got tired of eating rice every day.

They had opportunities to visit the eel pie factory, the Toyota plant and the Brush factory. Some other sites included visits to the Port of Nagoya Aquarium, Kakegawa Castle, Toyohashi Street Festival, Futagaw Shuki Honjun Museum, and the Toyohashi Zoo and Botanical Park.

They got a taste of sleeping on Japanese style beds (futon mattress on the floor) and found difficult to get comfortable.

On the way back from Tokyo to Vancouver, we had the fortunate discovery that the Dalai Lama, a Tibetan Leader, was on the same plane! Also, while at the Vancouver International Airport we saw some custom officers who are on the TV program "Border Security".

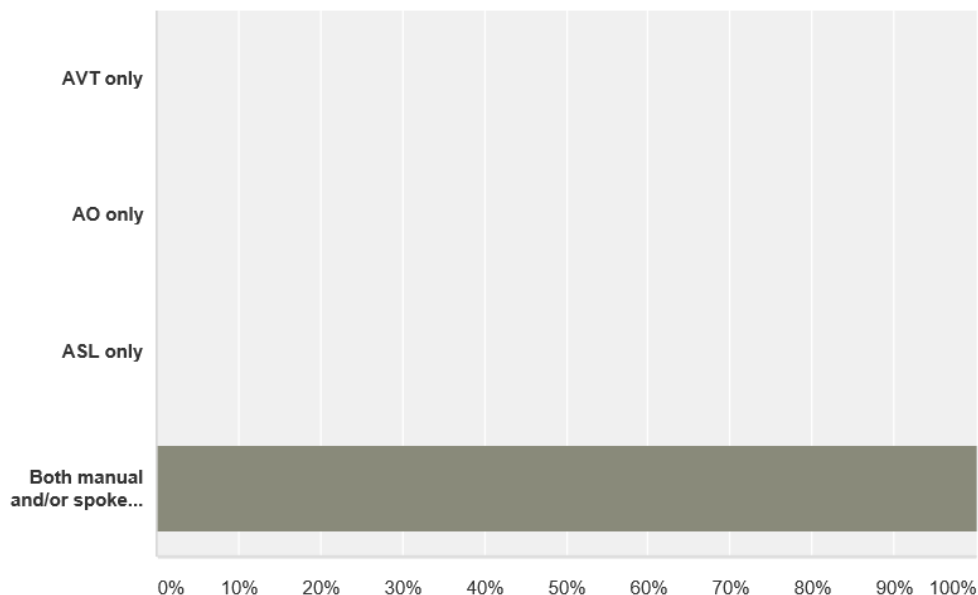
Overall it was a fantastic trip. The students met new friends and some have even kept in contact via Skype. Everyone is hoping to go back someday soon.

Survey From the Field

By Taylor Hallenbeck

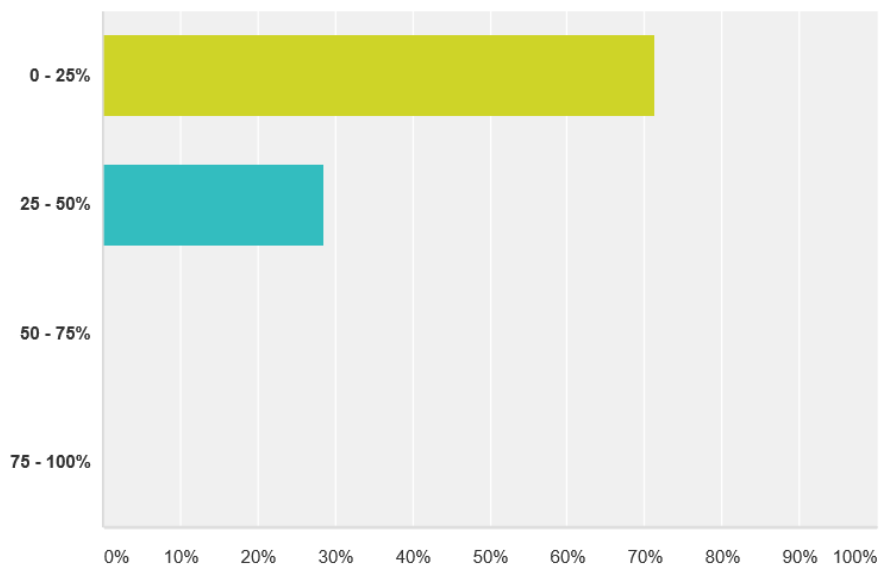
What is the communication policy of your board/school/clinic etc.?

Answered: 6 Skipped: 1



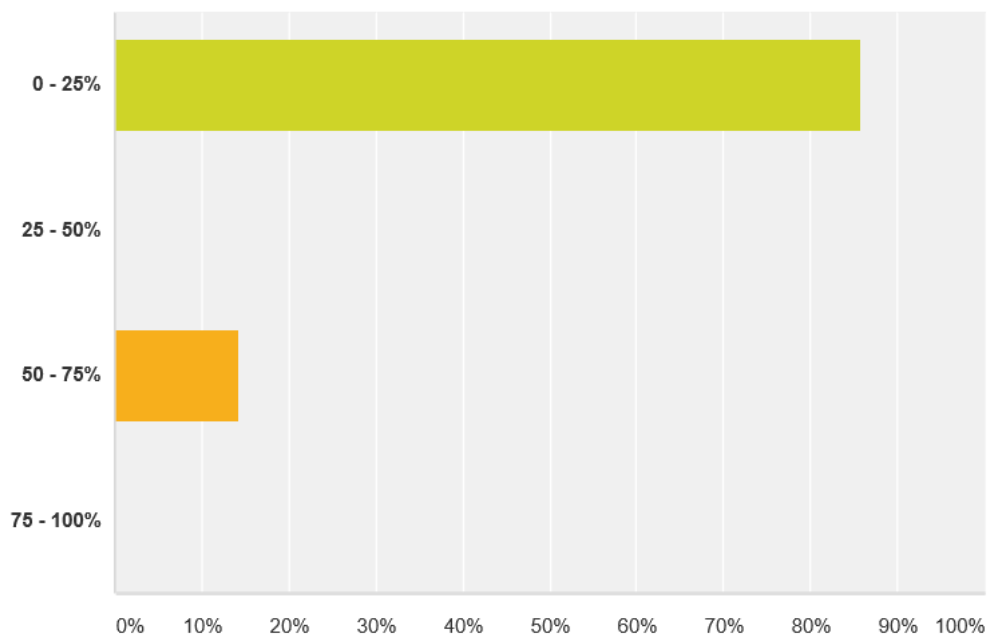
With what percentage of your caseload do you use sign to support the development of a spoken language?

Answered: 7 Skipped: 0



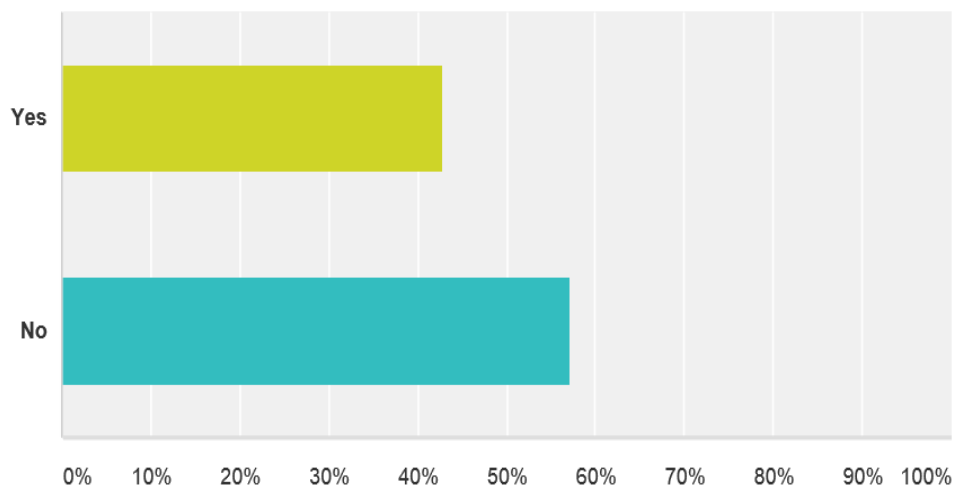
What percent of your students use an alternative form of communication? (PECS, Coactive/TActicle sign, ProLoQuo2Go, texting back and forth, writing etc.)

Answered: 7 Skipped: 0



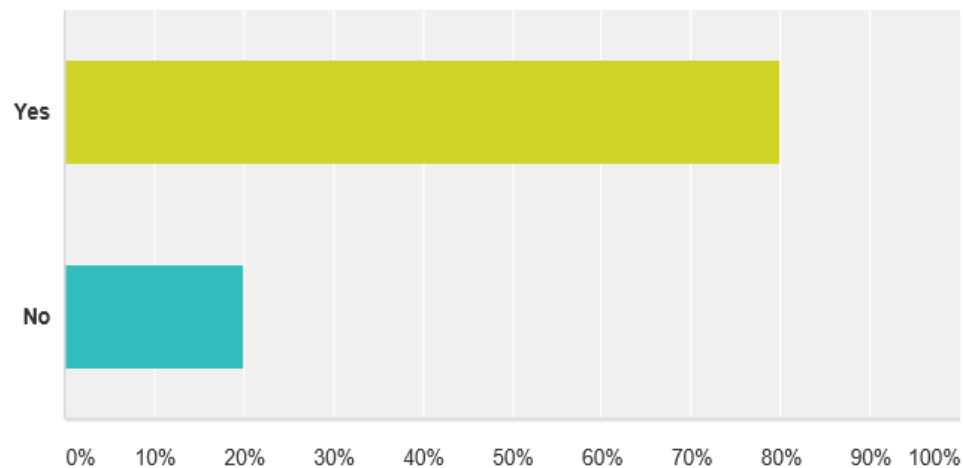
Do you have certification in addition to CAEDHH? (Ex. LSLS AVT/AVEd Cert., SLP, Reading Clinician etc.)

Answered: 7 Skipped: 0



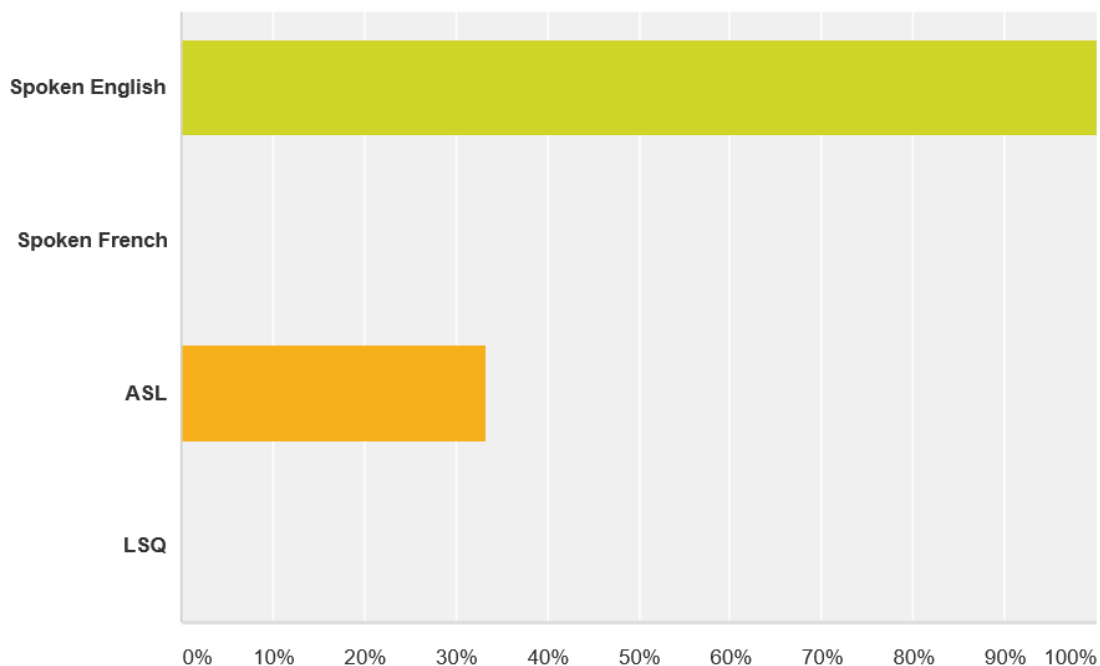
If your student uses ASL/SEE, do you use an interpreter in your sessions?

Answered: 5 Skipped: 2



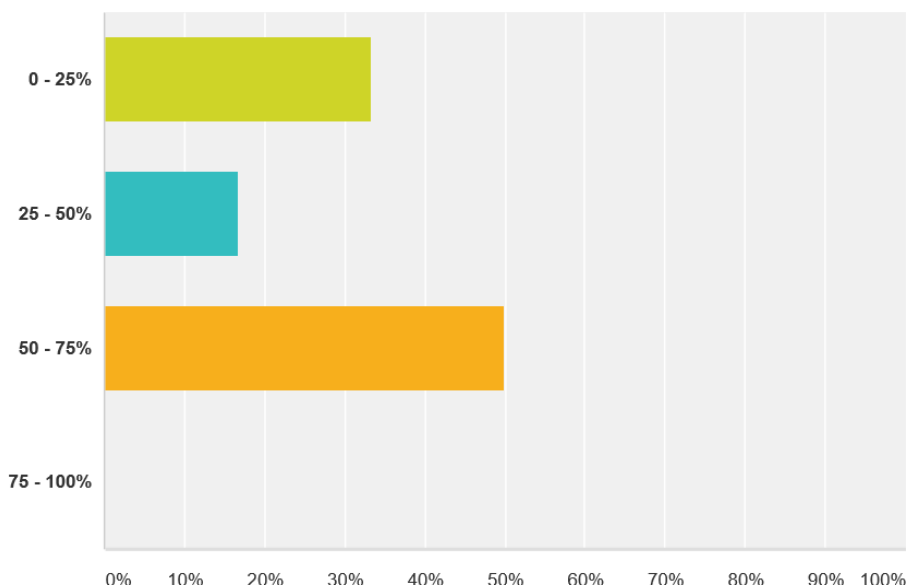
What languages do you use in your work, for instruction and working with colleagues? (Check all that apply)

Answered: 6 Skipped: 1



What percent of your students have age/grade appropriate language? (Either spoken and/or signed)

Answered: 6 Skipped: 1



Complete this sentence: Language is...

Answered: 6 Skipped: 1

- ...the most critical component in developing cognitive processing skills and in communication of idea with others
- ...everything! It's what makes us human. It's a way to tell people how you feel, what you want, who you are. It's a road to knowledge. It's a tool for learning.
- ...is the ability to communicate with others (oral/sign)and self (reading)
- ...critical, beautiful, complex, and always changing.
- ...essential for all people, whether sign or spoken.
- ...the power to make choices.

What are your favorite language intervention resources? Could be books, games, movies, apps etc.

Answered: 5 Skipped: 2

- Story Books
- Word games (ex. Whiz Kids)
- SKI-HI
- David Sindry programs
- Early Communication Games
- Cottage Acquisition Scales for Listening Language and Speech
- Spoken Language: A Guide for Educators and Families
- Dr. Seuss books
- Classic children's literature
- Word Feast (Linguisticsystems)

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