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Message from the National Director

Dear CAEDHH Members,

June is here and the mad dash to the finish line is on to tie everything up for this year and get ready for the school year to come. I can appreciate the high level of frantic activity occurring amongst professionals in our field across the nation. The good news is that the end is in sight and a break is near for many!

I hope you enjoy this edition of our Journal. I was very honoured and excited to prepare the national level award certificates for our students. One of the most rewarding things I experienced this year was the reaction from the parents and staff when they were made aware that the students would be receiving this award. That simple piece of paper recognizing a student's accomplishment is sometimes all it takes to inspire a student to continue their positive work.

At a national level we are still working towards our goal of improving our digital version of the Journal and providing an updated website. We have also granted certification to some new professionals and have responded to many inquiries throughout the year. The CAEDHH Connect continues to provide useful answers and discussion to our CAEDHH members.

I hope you all enjoy a good holiday over the summer. Please contact me if you have any ideas, suggestions, or concerns that you would like to share with me. Also, please keep in mind that we are always looking for submissions to our Journal.

Thanks,

Cindy Neil
CAEDHH National Director

National Research and Development Center on Literacy and Deafness (CLAD): A summary of British Columbia's participation in the project.

By Terry Parson-Tylka, Maureen Clarke, and Joanna Cannon

Teachers of the Deaf and Hard of Hearing in BC, like their colleagues in Canada and around the world, are always seeking innovative programs and activities to improve the literacy skills of their students. How do Deaf and Hard of Hearing students acquire strong literacy skills? What is current best practice? Where can we access the best materials and ideas to help students be successful? BC is helping to



lead the way in finding answers to these important inquiries through an innovative research project from the National Research and Development Centre on Literacy and Deafness (CLAD) at Georgia State University.

Led by professors Amy Lederberg and Susan Easterbrooks, researchers at CLAD have embarked on a five-year interdisciplinary study to determine how deaf and hard of hearing children learn to read and to develop ways to improve reading outcomes from kindergarten to second grade. The collaboration includes researchers from Georgia State, the University of Arizona, the University of Colorado at Boulder, Arizona State University, and the Rochester Institute of Technology.

CLAD was founded at Georgia State University with the support of the U.S. Department of Education-Institute of Education Sciences to focus on improving reading for children who are deaf or hard of hearing. CLAD is working to solve an important problem: the poor literacy outcomes for deaf students, even though most deaf students have normal intellectual potential. Many deaf children graduate from high school with reading skills that are insufficient to access many postsecondary educational opportunities — from college to vocational training.

Their website states:

CLAD will also provide leadership activities for professionals improving the lives of deaf and hard of hearing children. Center experts will focus on addressing the different ways deaf and hard of hearing children learn to read. These children are remarkably diverse. Deaf and hard of hearing children who use hearing aids or cochlear implants to acquire spoken language frequently do not easily associate their spoken language with printed English. Deaf children who learn American Sign Language as a first language may have a full rich language to communicate but associating ASL with printed English has a different set of challenges.

Further information is available at:
<http://clad.gsu.edu/>



CLAD

Center on Literacy and Deafness

In collaboration with Dr. Joanna Cannon from the University of British Columbia, Vancouver was selected as the only Canadian site for the current CLAD research. Two sites, Children's Hearing and Speech Centre of BC and the BC Provincial School for the Deaf, agreed to participate in the study over the course of this school year. Dr. Cannon served as the Research Site Coordinator and recruited Terry Parson-Tylka and Maureen Clarke as on-site research assistants. Two additional research assistants from Colorado also aided in assessing students.

After intensive training sessions, the research assistants gathered the research data by following a strict protocol for student assessments twice during the school year, and classroom observations three times during the year. Parent and teacher questionnaires were also included in the data collection. The final results will be analyzed and reported by the

CLAD researchers at Georgia State University as part of their interdisciplinary study.

This was a unique opportunity for Vancouver families, teachers, and research assistants to help gather important information about how young Deaf and Hard of Hearing children learn to read. We look forward to the outcomes of the study and the resulting professional development that will lead to better literacy outcomes for Deaf and Hard of Hearing students.

We would like to thank the staff, students, and families at the BC Children's Hearing and Speech Centre and the BC School for the Deaf for not only agreeing to participate in this study, but for making us feel so welcome and accommodating our schedules for testing and observation.

Hearing Assistance Technologies: Common Technologies and Applications

By Reg Dunphy M.Sc. Aud.C
APSEA Audiologist

I have been requested to provide an article for the CAEDHH Journal related to information on the common hearing assistant technologies (HAT) and applications used with children and youth in educational settings. I am the educational audiologist with the APSEA system. I am a member of the APSEA assessment team and supervisor of the APSEA audiology department. APSEA provides hearing assistance technologies to children and youth on our caseload.



The information in this article is largely based on a March 2014 publication from the Educational Audiology Association entitled "Hearing Assistance Technology Information". With the advent of newer technologies such as digital transmission of the speech signal, I have been referring to such systems as remote microphone systems in that the microphone on the transmitter is remote from the child's amplification equipment. Many school personnel are familiar with the term FM (frequency modulated) system, but that is not an accurate description if the child is fitted with a digital system.

Hearing assistance technology is used in educational settings to improve auditory access to the talker by mitigating the effects of noise, reverberation, and distance from the talker. All learners need access to communication and instruction in their classrooms and other instructional settings; learners who are Deaf or Hard of Hearing require special technology to receive comparable auditory access.

The recommendation for HAT systems may come from an audiologist following an audiological evaluation or may come from a Teacher of the Deaf and Hard of Hearing based on classroom observation of how a student is hearing the teacher. I recommend consultation with the child's audiologist if a Teacher of the Deaf and Hard of Hearing has determined that the child with hearing loss requires improved access to the teacher's voice. The child's audiologist may wish to be involved in the selection of a particular technology and may also wish to be involved in the fitting and verification of the technology.

I have been involved with the fitting of personal remote microphone systems to children with cochlear implants. There have been occasions where the child has reported interference issues or static sounds when a frequency modulated system is used with their sound processors. When a child reports such interference, the recommendation is to cease the use of that equipment until the issue is resolved, such as trying a different frequency or channel of transmission or determining if there is an issue with the FM signal interfering with the internal receiver/stimulator of the child's cochlear implant.



I have had success with the new Roger digital system which is interference-free. More than one student has reported interference with their FM system, and has then breathed a sigh of relief when they are fitted with their digital system that is free of all interference issues, resulting in a clear reception of the teacher's voice.

HAT Options

There are two common wireless delivery options in most regions of Canada:

1. Personal HAT device in which the speech signal is modulated onto a wireless carrier (e.g. frequency modulation - FM). FM systems commonly used in Canada are Phonak Inspiro and Oticon Amigo which transmit in the 72 MHz band or the Comfort Audio system which transmits in the 900s MHz band. There is now the new adaptive digital wireless transmission technology running on the 2.4 GHz band (Roger from Phonak). The teacher's voice is picked up by the remote microphone on the transmitter. In turn the teacher's voice is picked up by a wireless receiver on the listener, retrieved, and passed to a hearing aid, cochlear implant, bone anchored hearing aid or other hearing device. In addition, there are infrared systems which use a light signal to transmit the teacher's voice. With the variety of technologies now available, I have found that the general descriptor of a personal remote microphone system covers all of the bases.

The Roger system results in audio signals which are digitized and packaged in very short digital bursts or codes which are referred to as packets and broadcast several times, each at different channels between 2.4000 and 2.4835 GHz. Frequency hopping between the channels, in combination with repeated broadcast, avoids interference issues. End-to-end audio delay is well below 24 milliseconds. The frequency hopping Roger employs is adaptive, which means only free channels are used. Roger receivers regularly talk back to the transmitting wireless microphone, informing the system about which channels are steadily occupied (by any other nearby system operating at the 2.4 GHz, like a WiFi network) and which channels are free. The Roger wireless microphone then automatically "hops" around these occupied channels. The Roger wireless microphones can also sense the presence of a WiFi network, and respond to this accordingly.

2. Classroom audio distribution systems (CADS)

There are two categories of CADS. One is for a large area, such as a classroom, in which the speech signal is sent to one or more strategically positioned loudspeakers to distribute the signal throughout the room. The other is for a targeted area, in which the speech signal is sent to a single loudspeaker placed close to the listener such as a desktop system. CADS ensure an audible and consistent distribution of the talker's voice throughout the classroom. CADS serve to maintain a consistent speech to noise ratio to overcome the effects of noise sources in the classroom (e.g. ventilation systems, fans, scraping chairs, etc.) CADS are not a substitute for personal remote microphone systems which are connected directly to a student's amplification equipment ensuring a superior signal to noise ratio.

There are a variety of options for coupling the HAT receiver with the student's personal hearing instrument. A receiver may be attached to a personal hearing aid via an audio input boot/shoe (FM, Roger). A receiver may be attached to an Oticon streamer or Phonak Com Pilot which is worn around the neck. There may be a self-contained receiver within a behind-the-ear case such as the Oticon Star or the Phonak i-Sense. There is also a neck loop system with an internal receiver such as the Oticon Arc or the Phonak My Link. With respect to microphones, there are directional and omni-directional microphones. The styles vary from lapel, cheek, boom and conference.



References:

Education Audiology Association – Hearing Assistance Technology Information, March 2014.
www.edaud.org Go to Position Statements.

Phonak Hearing Systems www.phonakpro.com

Oticon www.oticon.com

Audio Control www.comfortaudio.com

Personal Experiences with the Digital Wireless Roger System

By Peter Stemplacovich – Phonak

In 2013 Phonak introduced the Roger system for educational applications followed by Roger for adults and teens in 2014. Roger is a technology standard developed by Phonak, which features adaptive, wireless transmission and runs on the 2.4 GHz band. Roger audio signals are digitized and packaged into very short (160 μ s) digital bursts of codes (packets) and broadcast several times, each time using different channels between 2.4000 and 2.4835 GHz. Frequency-hopping between channels, in combination with these repeated broadcasts, avoids interference issues.

There are many benefits to this new technology. First, there are no channels to manage. Each and every Roger microphone has its own unique signature. Teachers and audiologists no longer have to use software to program channels. There is no limit to the number of systems that can be used in one location. The student will not experience any interference issues. This makes for an easy to use, clean, and interference-free system.

The Roger system also adapts to the room noise levels. Roger microphones continuously analyze the surrounding ambient noise level. When the noise level rises, a command is sent to the Roger receivers, which then adaptively adjust their gain to suit this acoustical environment. This then leads to a significantly improved signal to noise ratio, which results in significant improvements in speech recognition in noise, especially at higher noise levels of up to 80 dB (A) – noise levels that are quite common in daily life, such as classrooms, restaurants, parties, receptions, and some workplaces.

Roger systems are fully compatible with almost every type of hearing instrument. Currently there are three main transmitting microphones for Education: Roger Inspiro, Roger Dynamic, and Roger Audio Hub. For teens and adults we have the Roger Pen and Roger Clip Mic. A total of 10 different receivers are currently available to work with the various different hearing instruments, bone anchored hearing aids, and cochlear implants. I have been utilizing the Roger system for over a year now. Specifically, I have used the Roger Pen, Clip Mic as my microphones. On my Cochlear N6 cochlear implant I use a Roger 16 receiver and on the Naida Q90 UP I use a Roger 10 receiver. In

my experience I have found the range of the Roger 14 is significantly greater than the ML14i. I have never lost the connection between the transmitting microphones, nor have I ever experienced any interference. Compared to FM, I am getting a much cleaner sound.

I have found that the Roger systems are affected by barriers, such as walls, however this is not a bad thing. While FM has a greater potential to transmit through walls,



one does not normally communicate from different rooms. However, I have counselled many teachers not to “test” a Roger system from behind a closed door as the system will not likely transmit through such a barrier.

Another significant feature of the Roger system is the ability to use several microphones in a multi-talker network. The education systems (Roger Inspiro) can use up to 35 microphones in total while the teen and adult systems (Roger Pen and Clip Mic) can use up to ten microphones. For me personally, the multi-talker network has made a significant improvement in my ability to function in noisy environments with multiple talkers. For example, if I am in a car or at a dinner party, I give a Roger Pen or Clip Mic to every person. For the first time in my life I can now communicate with ease with all talkers. Prior to Roger, I was forced to choose between which person I needed to listen to by pointing the single FM transmitter at the person I wanted to hear. Now, I no longer have to make such compromises.

The ease with which the Roger systems can be set up has been another significant benefit, not only for me personally, but also for educators and audiologists. I have been able to set up a classroom consisting of a Roger Inspiro, several personal Roger receivers, a Roger DynaMic handheld microphone, an Audio Hub and a SoundField speaker in mere minutes. One simply needs to click the ‘Connect’ button on the Roger Inspiro in close proximity to all the different devices.

While the Roger Inspiro is without question the best transmitting microphone for use in an educational setting, the Roger Pen is well-designed for a working adult such as myself. The Roger Pen is equipped with an accelerometer which detects the position of the pen relative to gravity. Thus, the Roger Pen is capable of detecting whether it is lying horizontally (e.g. on a table during dinner or a business meeting), held in the hand reporter-style, or hanging around the neck of the talker. The accelerometer, in conjunction with a room noise calculation, and the volume of voice of interest, allows the Roger Pen to automatically choose the correct setting for the environment. For example, if held in the hand, the Roger Pen automatically changes to an adaptive directional microphone that I can use to point to the talker of interest. Automatic mode has been extremely effective for me.



The number of environments in which I have used the Roger Pen and Clip Mics includes restaurants and bars, business meetings, lecture situations, the car, family gatherings and conferences, to name but a few. The audio input allows me to connect my iPod, iPad, and computer and wireless stream directly to my hearing instruments. Lastly, the addition of Bluetooth in the Pen allows me to use my mobile phone hands free.

With technology such as Roger, as well as today’s well-designed hearing aids and cochlear implants, there are no longer any excuses for a person with hearing loss not to be fully engaged in life.

CAEDHH – BC Regional Report



Greetings My Fellow CAEDHH Members, I am happy to have yet another opportunity to share with you the news from the BC chapter of CAEDHH.

To start, in what was probably one of the larger events held this spring, professionals in the field of d/Deaf education joined together for the Itinerant Teachers of the Deaf and Hard of Hearing Conference 2014. This was an exciting and informative event, geared towards the at times overlooked area of itinerant teaching. The theme of this year's conference was "Technology Connections" and featured many experienced speakers.

The morning session was presented by well-known locals in the field, Maureen Clarke (Teacher of the Deaf and Hard of Hearing) and Rosalie Yaremko (Auditory Verbal Therapist and Teacher of the Deaf and Hard of Hearing). Together, they spoke on the topic of best practices for supporting students with a cochlear implant, as well as students who are bilaterally implanted, which is a quickly growing population of students.

The afternoon session began with a talk from Shelley Law, also a Teacher of the Deaf and Hard of Hearing in BC. Shelley shared the exciting developments that are currently being made in conjunction with Special Education Technology BC (SET-BC) in the area of providing closed captioning to teacher-made instructional YouTube videos for d/Deaf and hard of hearing students. It was great to hear about the progress being made for accessibility for students in technology, but also how the different areas of student support are working together.

Next, we heard from Dave Gordey, surely a familiar name to many of you readers. Dave is a pediatric audiologist who is the Manager at Oticon Medical, as well as a professor at the University of British Columbia, teaching classroom amplification. Dave spoke on the current updates and advancements in bone anchored hearing systems. It was interesting and insightful to learn about the many technological advancements with this particular type of hearing technology from such an expert in the field.

Finally, participants were invited to hear from Lisa Meneian, the acting principal for the BC School for the Deaf, Provincial Outreach Program, and Provincial Oral Program. Lisa was able to provide updates on the Provincial Outreach Program, which was wonderful to hear about, as this is a program that is immeasurably valuable and a vital link for the itinerant TDHH of this province.

The next day, the conference held the annual Optimist Communication Contest for Deaf and Hard of Hearing Students. The Provincial Outreach Program: Deaf and Hard of Hearing organized this event, while the competition and the winning scholarships were provided by the Burnaby Optimist Club. The theme of this year's speeches was "How My Passions Impact the World". Students were able to present using their preference of oral or American Sign Language, with a winner chosen in each language category. All speeches presented offered an insightful look into each presenter's unique enthusiasms, which widely ranged from helping animals to working on cars. The winners this year were Arnav Vijh (First Place – ASL, Langley), Lauren Irschick (First Place – Oral, North Vancouver), Priya Sadher (Second Place – ASL, Delta),

Kennedy Gerlitz (Tied for Second Place – Oral, Salmon Arm), and Brandon Dormer (Tied for Second Place – Oral, Vernon). Congratulations to these presenters!

CAEDHH-BC has also presented this year's Annual Student Awards of Recognition. These awards are presented to grade 12 deaf or hard of hearing students who demonstrate an involved, caring attitude towards school and others. Their nominating teacher must also be a CAEDHH-BC member in good standing. This year's winners are as follows: Olivia Wallis (SD 23, Central Okanagan), Kolby Zanier (SD 20, Kootenay/Columbia), Lauren Irschick (SD 44, North Vancouver), Kennedy Gerlitz (SD 83, Salmon Arm), and Ryan Illi (SD 61, Victoria). Congratulations to all our winners!

BC has also received some great news in the area of early intervention. A study has found that BC ranks number one when it comes to coverage and quality of newborn hearing screenings. BC was found to have a rating of "Excellent" by the Canadian Infant Hearing Task Force (CIHTF) for their efforts in having over 97% of newborn babies screened, as well as having well-defined standards and regular follow up of these births and outcomes. From speaking to CAEDHH-BC colleagues involved in early intervention throughout the province, I feel confident stating that they are both proud of this ranking as well as committed to continuing to uphold this standard in the identification and support of newborns born deaf or hard of hearing.

This summarizes the news from the West coast. I wish all of you, my CAEDHH colleagues, a restful and safe summer. I also look forward to continuing to connect with you in the new school year.

Chiara Berton

MAEDHH Regional Report



With the long harsh winter finally behind us, MAEDHH members are breathing a sigh of relief to be surrounded by green grass and snow-free roads.

MAEDHH members attended the spring inservice at APSEA this month and spent four days reconnecting with colleagues, learning new things, and attending various workshops. We were presented with an excellent workshop about assessment, participated in a discussion of our new service plan forms and the expanded core curriculum, attended a workshop around using the INSITE assessment tool with children with multiple needs, and were presented with a very useful and practical workshop in the use of the WORD program.

We also attended a jam packed full day session, presented by Karen L. Anderson, PhD. Karen Anderson is the author of the highly successful resource; "Building Skills for Success in the Fast-Paced Classroom: Optimizing Achievement for Students with Hearing Loss" Every APSEA teacher had previously been given a copy of this useful and comprehensive book and it was a great opportunity to hear Karen speak about it.

Karen has been an audiologist for over 30 years, specializing in educational audiology, identification and intervention of infants with hearing loss, serving students who are hard of hearing, and classroom acoustics. More information and materials can be found on the website, <http://successforkidswithhearingloss.com/about>

On Friday, Lisa Weir presented the process and learning she encountered setting up and delivering service through the tele-practice delivery model. This was presented in Lisa's article in the last CAEDHH newsletter for those who are interested in reading more about it.

The Deaf and Hard of Hearing Youth Association of Nova Scotia scheduled many social activities for our students this year including curling, bowling, skiing, and a trip to the Clay Café in Halifax. These social opportunities are very much appreciated by all who attend. Their 2nd Annual Youth of Excellence Awards were held on May 31st. These awards were given to youth to encourage self-esteem and promote self-confidence. Youth were recognized for individual strengths and achievements.

A summer camp for youth who are deaf and hard of hearing will be held this summer. The New Brunswick & Prince Edward Island Elk's Association & Royal Purple Deaf Camp is located approximately 24 km from King's Landing, outside of Fredericton. The Elks and the Atlantic Provinces Special Education Authority (APSEA) cooperate in the organization and running of the camp. This camp is open to children ages 7-14 who are Deaf or Hard of Hearing.

APSEA will also be running the Summer Immersion program for the development of ASL skills. The program will run from August 11 to 15, and will be held at the APSEA centre in Halifax. I wish you all a wonderful summer!

Respectfully submitted,

Maaik Niet

CAEDHH - MB Regional Report



Hello Everyone! It has been a quiet, freezing cold, spring here on the prairies.

At the end of January, Nigel Howard came from BC to speak on Deafhood. A number of CAEDHH – MB members went to his presentation. It was interesting, insightful, and all around wonderful!

In the beginning of February, Charlotte Enns presented the new ASL Receptive Skills Assessment to CAEDHH – MB. First, Charlotte discussed the background of the assessment, where it came from, and how it came to be. Then, she had a “hands on” session where people could watch videos of the test being administered, and then practice marking, scoring, and interpreting the results. It was an interesting and informative presentation!

In May the Teacher of the Deaf/Hard of Hearing Network Group, made of up of Itinerant/Consultant CAEDHH –MB members, organized a “Spring Jamboree” for about 100 Deaf/Hard of Hearing students from Kindergarten to Grade 12. It was a lot of fun! The students were split into 6 teams, and there were five stations to go through. The stations included: face painting/tattoos, carnival games, relay races, structure building (with toothpicks and marshmallows), and dodge ball. We all had pizza and pop for lunch. Each team also created their own banner. A fabulous time was had by all!

Have a terrific summer!

Taylor Hallenbeck

Book Review

A Silent Cheer: Against the Odds by Emily Roback and Faye Roback-Jones

Reviewed by Maaikie Niet, B.A, B.Ed, M.Ed, APSEA Itinerant teacher

A Not So Silent Cheer for Positive Attitude

A spirit of determination and a positive attitude are reflected throughout *A Silent Cheer*. Although Emily refers to her challenges both with fluctuating hearing loss and with family issues, her focus is continually upbeat and life affirming. With strength and determination, she reaches for the goals that she sets out for and she demonstrates unwillingness to compromise.

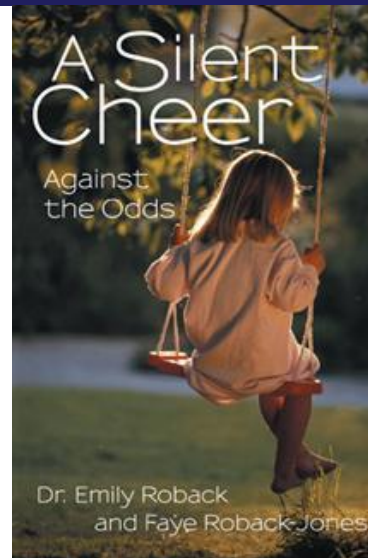
Emily, with excerpts from her mother's writing, frankly discusses her choices and achievements throughout her life. In this clearly-written and succinct memoir, she skirts around issues that may have been extremely challenging at times and continually focuses on how she was able to achieve her goals. Emily writes about how she adjusted to her hearing loss during school, sports, and into her career as a chiropractor and business person.

This is a good read for anyone who has struggled with a disability of any kind, and an excellent example of reaching for your dreams regardless of the obstacles. There is no reason not to reach for the stars, no matter what obstacles come our way or what hurdles we may need to overcome. Emily is a strong advocate for not allowing the opinions of others to influence our own opinions and self-worth. She encourages everyone to find their own way and accept themselves and the choices they need to make.

Perseverance and courage go a long way in meeting adversity and achieving one's goals. Emily is also quick to arrange for assistance when needed and reminds us that asking for a helping hand or finding a way to gain the expertise or assistance we need is always an option. Do not be afraid to reach out to others to reach your goals. Proactive in working towards her goals and determining the course of her life, she gives unique advice and insight about struggling to overcome obstacles that is helpful to others, especially young people.

Dr. Emily Roback, DC is a free-lance writer for the *Canadian Chiropractor* magazine, *Helicopter Canada* magazine, and *Search & Rescue Canada* magazine, and has inspired many rescue technicians, pilots, and health professionals to seek her expertise in aviation and chiropractic. She lives and operates a private practice in Calgary. Her dog, Ivey, is currently in training to be a service dog, ironman triathlon training partner, and sports agility performer.

Faye Roback-Jones works as an educator with the Ottawa Carleton District School Board in eastern Ontario, and is an ESL instructor for healthcare providers with an Ottawa language institute. Although she loves escaping to her summer retreat in Ontario's Land O' Lakes. Faye currently resides in Ottawa.



Web Site: <http://www.asilentcheer.com>

Title: *A Silent Cheer Against the Odds*

Author: *Dr. Emily Roback and Faye Roback-Jones*

Genre: Biography/Memoir

Publisher: *iUniverse*

Pages: 131

Price: \$15.97

ISBN: 978-1-4759-5233-9

In Recognition: Sue Purney

Submitted by: CAEDHH Colleagues

Many of us often take for granted the useful information and professional exchanges that we are able to access across Canada via the CAEDHH Listserv.

We are more in touch nationally now than ever before! However, the Listserv is only effective if it has a dedicated manager running it. On that note, we'd like to take this opportunity to profile and thank the woman currently doing a wonderful job of keeping us all connected.

Born and bred in Newfoundland and Labrador, Sue began the first 5 years of her teaching career in many corners of her home province, including Grand Le Pierre, Grand Falls and Port Hope Simpson. Eventually her path led her to the field of education of the Deaf/Hard of Hearing and she completed her Masters program through Université de Moncton at Amherst in 1991.

In her first year out of the gate she went back to Grand Falls as an Itinerant teacher, but staying there long-term was not in the cards.

During her training in Amherst, she supplemented her studies by starting up a romantic relationship with a certain charming Deaf residence counsellor there – Harry. He would eventually become her husband; she moved to Nova Scotia under the employ of APSEA so they could be together.

Newfoundland's loss was certainly APSEA's gain! During these past 22 years, Sue has worked in Nova Scotia as a classroom teacher in Amherst and as an Itinerant teacher in Antigonish. She then moved to New Brunswick as an Itinerant teacher in Bathurst, Saint John, and finally ended up in Moncton where she currently resides.



In addition to her teaching role, she has also been supportive within related professional organizations. She has been an active member of CAEDHH since 1991, ACEHI certified since 1994. She was the MAEDHH VP from 2005-2007, and served as CAEDHH regional director for four years from 2007-2011. She has been the CAEDHH Listserv manager since 2010.

Outside of work life, Sue is also active in her community. She has served multiple years on the local swim team board of directors as secretary; she is a Sunday school teacher, and she is feeling reasonably intact in the middle of currently mothering two (actually wonderful) teenagers!

Harry, as always, supports her by peeling her off the ceiling when necessary. In rare moments of downtime she enjoys hanging out with her buddies, reading, baking, and walking.

Anyone who has ever had occasion to meet Sue can attest to her abundance of energy, her positive attitude, her ability to motivate people, her high standards of work performance (including just a wee bit of perfectionism!), and her sense of "doing her part" to contribute to a healthy and happy environment for everyone, be it at work, home or community.

Thanks very much from everyone, Sue, for what you've given over the years. We appreciate you for managing the Listserv so well.....and for always being so pleasant in your reminder emails to us! We salute Sue Purney!

In Recognition: Maureen Clarke

A Retirement Tribute to Maureen Clarke Submitted by: Susan Sanger



Maureen Clarke is retiring in June. In a career spanning 40 years Maureen has taken her place as a leader. She is a remarkable person and she has made an enormous contribution to the field of education for Deaf and Hard of Hearing students. The

following tribute has been written with input from colleagues across the country. Words can only begin to express our appreciation, and it is our privilege to have the opportunity to recognize Maureen on her retirement.

Maureen graduated from the University of British Columbia Program in Education of the Deaf and Hard of Hearing in 1974 and began her teaching career at Jericho Hill School. After two years at Jericho Hill, Maureen moved to the North Vancouver School District where she worked in a Resource Room and as an Itinerant teacher. During her time in North Vancouver, Maureen partnered with her colleagues there and together they have been a formidable team for many years.

Maureen has been the energy behind many of the initiatives in Deaf/Hard of Hearing Education at both the provincial and national levels. She has always deeply valued the strong professional affiliation we share in CAEDHH and has committed countless hours to CAEDHH, serving on the executive and at the helm of both CAEDHH National and CAEDHH-BC.

Her efforts have contributed to conferences, including the International Congress on Education of the Deaf held in Vancouver in 2010, committee work, initiatives of relevance and importance in our field, and to CAEDHH publications. From The Newsletter to The FORUM, and from The Magazine to The Journal, Maureen truly was the driving force in bringing these publications to print. It was impressive to see Maureen, with her pleasant smile and her gracious approach, network with fellow delegates at a conference we attended together. By the end of the conference she had potentially filled the upcoming issue of the CAEDHH Journal with articles by prospective contributors, including me!

Maureen's name is synonymous with CAEDHH Certification. For several years she has been on the CAEDHH Certification Committee, promoting professional certification amongst colleagues and lobbying school districts to recognize CAEDHH Certification as the standard when hiring teachers of the Deaf and Hard of Hearing. Maureen took an active role in the revision of the CAEDHH Specialist Standards (2009) and never missed an opportunity to talk up the benefits of CAEDHH membership to newly certified teachers.

Maureen has championed the cause for access for students in classrooms throughout her entire career. She was a long-standing member of SNAG (the School Noise Action Group), a committee dedicated to addressing issues of access and classroom noise. Maureen represented CAEDHH on the Concerned About Classrooms Coalition and in 2009 participated in a press conference on Parliament Hill urging the federal government to show leadership by implementing acoustic standards in Canadian schools.



As a direct result of Maureen's leadership and determination, the North Vancouver School District made the decision in 2011 to implement 85% of the standards recommended by The American National Standards Institute into new school construction. North Vancouver is the only school district in BC to have adopted these guidelines. In order to build community for those whose full access to school life included the use of sign language, Maureen created the opportunity for students to learn American Sign Language as a Second Language. Like all good Itinerants, Maureen could throw open her car doors at any time to reveal an assortment of resources and technology to support access for her students in the classroom!

Understanding the significance of early detection, and sharing a vision with colleagues, Maureen sat as a member of the Early Years Committee working collaboratively to launch the very successful BC Newborn Hearing Screening Program. She was a pioneer in embracing cochlear implant rehabilitation for students by learning all she could about technology, auditory skill development, and the training needed to help students be successful.

Maureen has always been proactive and forward thinking. When she became aware of the impending shortage of specialist teachers in our field with the retirement of so many across the country, Maureen and her colleagues embarked on a project to gather data on the changing demographics of Teachers of the Deaf and Hard of Hearing. The information Maureen and her group collected was in turn shared with the government, and subsequently the BC Ministry of Education offered incentives for trained teachers interested in enrolling in a Master's Program to become Teachers of the Deaf and Hard of Hearing. Seeing the trends in our field changing quickly, Maureen stepped up to recruit keynote speakers and workshop presenters, many of whom she hosted at her own home, and shared her own experiences and expertise at summer symposiums.

Always one to share generously any strategies and resources she had, Maureen hosted practicum students every year, and formally mentored practicum students and new teachers through the UBC Mentorship Program and the Provincial Outreach Program for Deaf and Hard of Hearing Students. Maureen is the ultimate professional, and with a work ethic grounded in humility she has worked tirelessly for her students, families, and her colleagues without ever seeking recognition for herself. Bringing people together and creating capacity for others was reward enough. So it was to resounding applause that Maureen was presented with the Inspirational Deaf Educator Award (IDEA) by her colleagues in CAEDHH-BC.

Maureen could make any task fun. She has an amazing ability to turn a challenge into an adventure and a project into a social affair. Meetings gave her a reason to bake, and collaborating gave her a reason to open a bottle of wine. Often we finished what we set out to do without a mere mention of the word 'work'.

Maureen is a quilter. Her quilts are finely crafted works of art and are all one of a kind. In a similar fashion, Maureen's career has been masterfully crafted. Common threads of commitment, integrity, and humility bind all she has done and she is truly one of a kind. It is said that quilters never cut corners; this indeed holds true for Maureen. Maureen could be counted on to get the job done and never look for shortcuts. Perhaps the fact that quilters keep you in stitches is the reason why working with Maureen was always so much fun! Seldom did she unravel. Maureen's quilts all tell a story; her career speaks volumes. Maureen's quilts are made with love; her career has been built around purpose and passion.

Thank you, Maureen, for your commitment, integrity, and humility. These qualities are your hallmarks and resonate in all you have done. You have led with quiet confidence and inspired us with your dedication, your generous spirit, and your positive energy. We are blessed to know you as a colleague and a friend. Your contribution is huge; your achievements are many; and your impact is far-reaching. We all join in extending our love and very best wishes to you on your retirement. We share your excitement and anticipation as you look forward to more time with your family, having fun with your adorable grandchildren, gardening, quilting, baking, reading, and traveling with family and friends. Enjoy every single moment! Congratulations!



CAEDHH Awards Recipients 2014

Manitoba

Academic Achievement: Avery Cruikshank
Nominated by CAEDHH member, Cindy Neil

Avery is currently in Grade 7 at Lincoln Middle School. Avery has a moderate hearing loss and uses a BAHA. Avery is a very strong student and works hard to keep her grades up. She is frequently on the honour roll.

Avery is quick to take advantage of any extra help that teachers offer over the lunch hour. She loves playing infield on her competitive softball team, and has been taking Tap and Jazz for years. Avery says she would like to be a lawyer when she gets older because she loves to argue. Keep up the great work Avery!



Personal Accomplishments: Zach Smith
Nominated by CAEDHH member, Cindy Neil

Zach is a part of the Program for Deaf and Hard of Hearing Students at St. James Collegiate. He attends regular classes in an inclusive environment, with regular support from a school based teacher of the Deaf and Hard of Hearing. He uses a combination of ASL interpreting, computerized note taking and one on one support to access the classroom curricula.

Zach is always eager and willing to complete any job he is asked to do. He stocks the school store, works the register, does extra clean up in his vocational classes, runs errands, fixes electronic devices, repairs computers, assists other students in demonstrating how to use machines, builds things for staff in wood shop, and just generally will help out anyway he can.

This has been a pivotal year for Zach. In high school he has found his niche and is showing daily growth in his ability to excel at the many projects and classes he has taken on! We are proud of you Zach! Keep up the great work!



CAEDHH Awards Recipients 2014

Manitoba

Most Improved: Shawn Goodwin
Nominated by CAEDHH member, Cindy Neil

Shawn transferred to my program about four years ago and used to receive services from APSEA. He is now part of the Program for Deaf and Hard of Hearing Students at St. James Collegiate.

With support from the program, Shawn has obtained a GPA of over 80%, completing unadapted classroom work. He takes pride in his grades and studies a lot at home to make sure all homework is complete and that he is prepared for tests and quizzes.

I am very proud of the student that Shawn has become! Way to go Shawn! Good luck next year in tackling those advanced level classes you have signed up for. I know you can do it!



Nova Scotia

Academics: Lawson Grant
Nominated by CAEDHH member, Maaike Niet

I have been working with Lawson for the past two years and he is a remarkable boy who is a joy to work with. Lawson is bright and curious with many interests. He plays hockey in the winter and baseball in the summer. He enjoys riding his bike and four wheeling with his dad. He is a good big brother who plays with and sings to his little sister.

Lawson has been struggling with a severe to profound hearing loss that has been fluctuating to profound in both ears. This year his hearing has dropped to profound at many times during the school year. He has struggled to hear anything at all in the classroom during the week or so that he loses his hearing completely.

He is very cooperative and works hard to make sure that he understands what is going on in the classroom. Lawson will ask for clarification if he is unsure so that he doesn't miss anything. He is well-liked by his peers and the adults in the school. His report card is remarkable considering the challenges that he has faced. He is at above average or average in every academic category, and has achieved almost every goal that I had on his service plan!



CAEDHH Awards Recipients 2014

Ontario

Personal Accomplishments: Tayla O'Flynn



You know that sparkle that says “I’ve got a scathingly brilliant idea and I’m ready for anything”? That’s what you notice when you’re with Tayla O’Flynn. She can be described as positive, hard-working, caring, and passionate. With a severe hearing loss, Tayla has maintained high marks in all of her academic courses.

Tayla is an active leader of GEMS (Girls Encouraging Montcalm Students). She has been involved with Art Connection, a group dedicated to reaching out to incoming grade 8 students. Her passion and her focus on helping others earned her the Citizenship Award.

Tayla is a member of CATS (Cougar Action Teams). She has worked as a peer mediator and counsellor, speaking with other students about issues around bullying and fighting. Her positive attitude, compassion for others, and leadership resulted in her being selected for the Montcalm Link Crew, a group focused on mentorship of students.

Tayla is an exceptional young lady who has experienced bullying herself and understands the need for students to take an active role in bullying prevention and support. Tayla has reached out to the community as the co-administrator of an anti-bullying group on Facebook entitled, *The Bullying Information and Support Group for Parents and Teens*.

CAEDHH Awards Recipients 2014 *British Columbia*

Personal Accomplishment: Lauren Irschick
Nominated by CAEDHH member, Maureen Clarke

Even though Lauren, a grade 12 student, has a moderate hearing loss, it has not deterred her from pursuing a successful musical repertoire in a variety of settings. Since elementary school, she has participated in the school district band and strings programs. She has also played viola with the Vancouver Youth Symphony Orchestra. It is all of these experiences in music and her ongoing volunteer work that have shaped her leadership skills and academic excellence.

Since grade 8 Lauren has earned substantial roles in a musical, and in a Shakespearean play. In the community she has used her talents with viola in the North Vancouver Honour Strings, the Vancouver Youth Symphony Orchestra, and the Lions Gate Youth Orchestra. More recently she helped to form a quartet called the North Shore Stars String Quartet and has organized performances at private functions in the community, helping to mentor young musicians.

Outside of her musical experience, Lauren has participated in other activities such as the grade rep on Student Council and the Roadie Club at Windsor, the Optimist Communication Contest for Deaf and Hard of Hearing students where she placed first this year, and workshops with other students on the topic of self-advocacy. Her volunteer work in the school community's environmental "Green Club" helps to create the spirit that is valued by staff and students. She empowers others to participate in activities and seeks leadership within groups while problem solving and creating solutions for issues. I believe Lauren is a deserving student of the CAEDHH Award.



On the Lighter Side *A Day in the Life*

By Jackie Saunders, APSEA Itinerant

I am an Itinerant in the Saint John area of New Brunswick and I have a preschooler and 4 elementary students on my caseload for direct service this year. I see two girls at the same school every day. One is in grade 4 and the other in grade 1. Both girls wear bilateral hearing aids. Early in the school year I casually mentioned to the grade 4 student something about the younger girl and was surprised to discover that she didn't know her. The school is not overly large, but they have separate playgrounds and hadn't yet met each other. This got me thinking. With the challenge of isolation being very real and the fact that children with hearing aids don't often realize that there are other kids with hearing loss, I didn't want this opportunity to be lost for these two students to make a positive connection. I decided to have both girls come for a joint session on Friday afternoons so we could work together and build relationships.

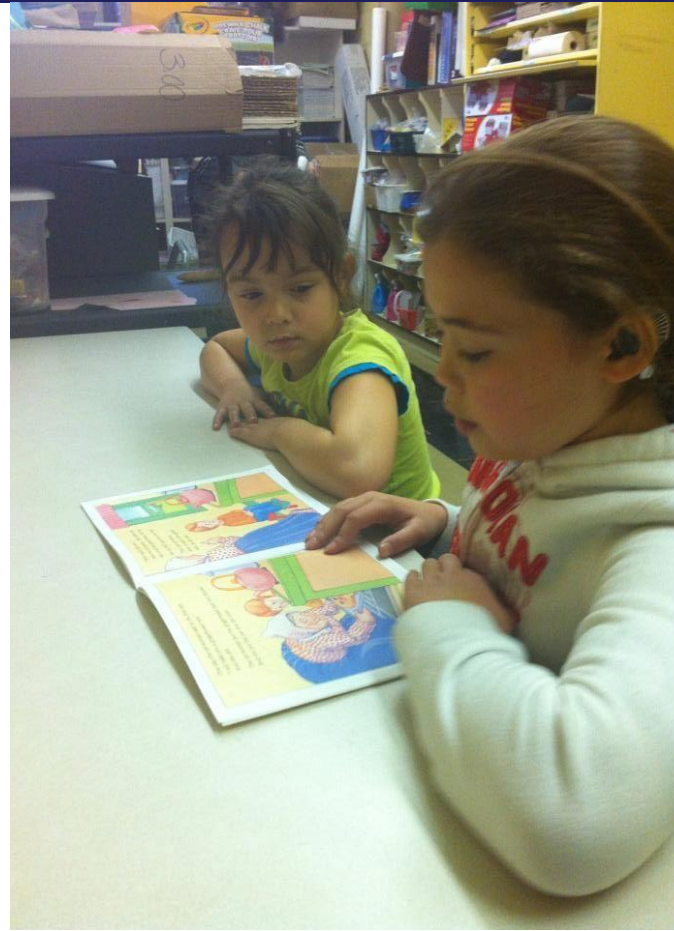
What an amazing success it has been for all of us. In order to ensure both girls' goals are being met, I plan activities carefully that are both fun and have a purpose. So far we have followed a recipe and made pudding, drawn and then furnished large poster houses with pictures of furniture from the Sears catalogue, taken pictures around the school and made a book with labels, created our own smoothies, played twister, sang Christmas carols, and made our own book of "Why I love Christmas"

While my first grader works on house vocabulary the fourth grader learns to categorize pictures into rooms in the house. When we made smoothies, both girls worked on sequencing and following directions at the level they needed. I have discovered it is not difficult to match goals from each service plan to one lesson after all.

Several things have surprised me about this experience. The fourth grader is quite the teacher! She naturally highlights key words when she talks. She stopped the younger child the other day when she was reading and said "I don't think I heard that /s/ on the end of the word. Let's try again." I had to bite my tongue so I wouldn't laugh out loud. The first grader is in awe of her big friend. She talks to her every day in the hallway or across the playgrounds. She asks almost every day when I pick her up if it is the day with her friend. I think I have been replaced in my role as Itinerant!

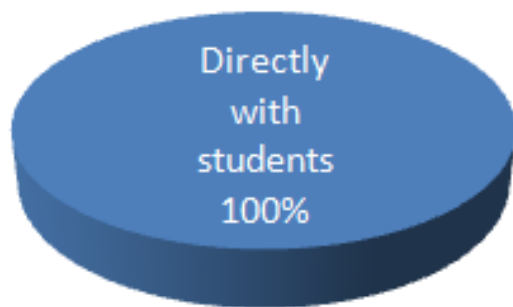
It has been a wonderful opportunity for both girls to meet and become friends with another child who wears hearing aids like them. We start each session checking aids and the older child has started doing the Ling 6 sound test for the younger. They have helped me trouble shoot their own FMs and the older student models for the younger needing to change batteries promptly when they die (a goal for the younger one – and it just happened to occur in our session last week. I couldn't have planned that!)

Not all partnerships would work this well and I may not get the opportunity again until the right combination of students comes along, but for this year we are all benefiting from the group session. I have been teaching the older child for several years now and the grade one student reminds me of her at that age. It gives me a glimpse into the future for this young student who is still so far behind her peers in language skills. It reminds me each session we do together as the older one mentors the younger that in 3 years a lot of progress can be made if we all work hard together. Fridays are my favorite "day in the life" now

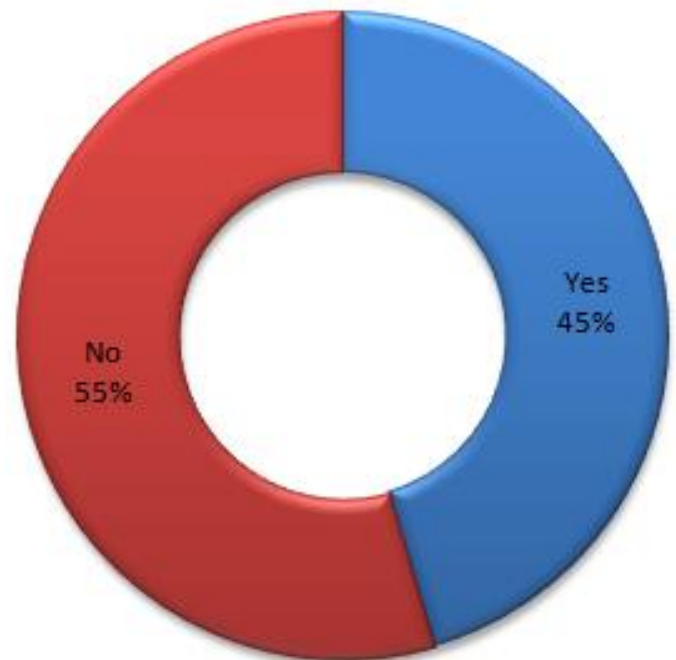


On the Lighter Side *Stats from the Field: CAEDHH Survey Results*

**1. What best describes your work?
Direct Service or Administration?**



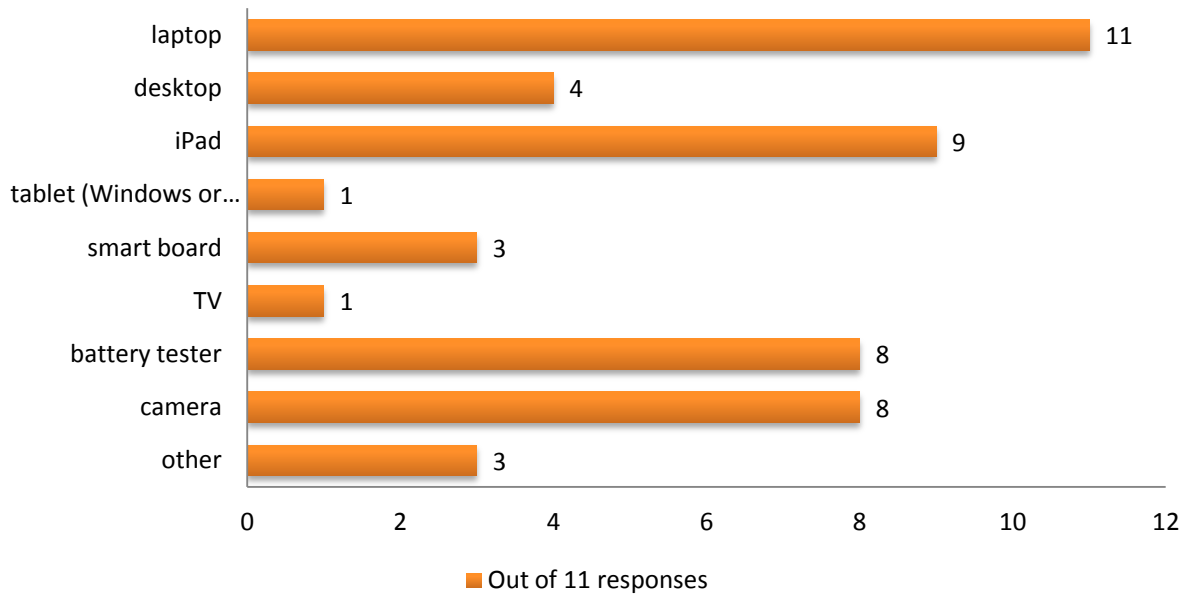
**2. Do you use teleconferencing technology in your work?
(Skype, iChat, Tandberg, etc.)**



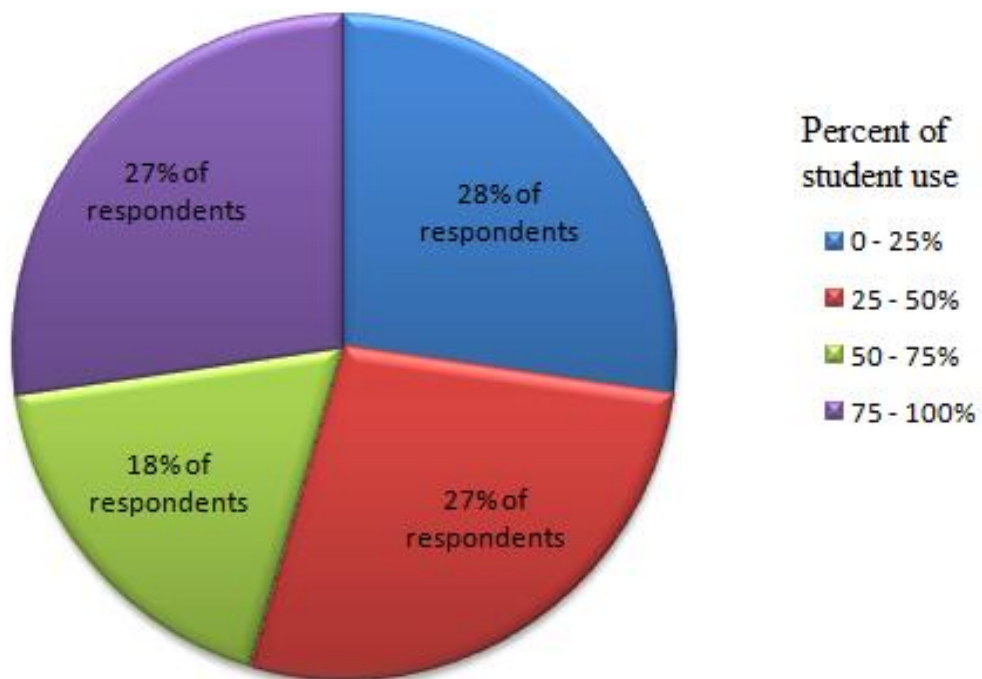
3. For your students who don't use amplification, what technologies/apps do they use for daily communication?

- Touch chat
- ProLoQuo2Go
- iSense Personal FM

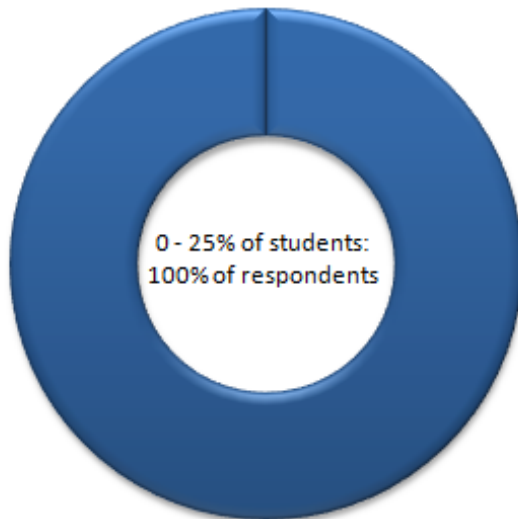
4. What kind of technology do you use in your work?



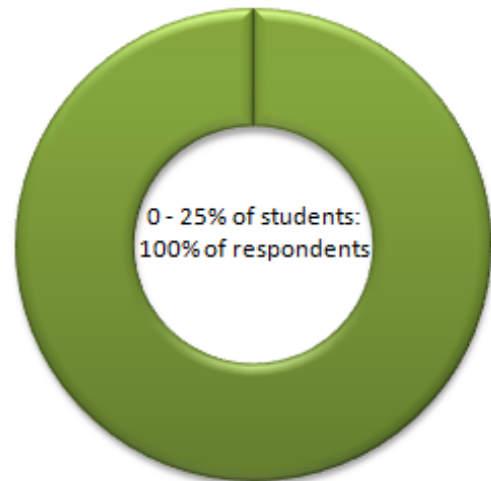
5. What percent of your students use BTE hearing aids only? (Unilateral or Bilateral)



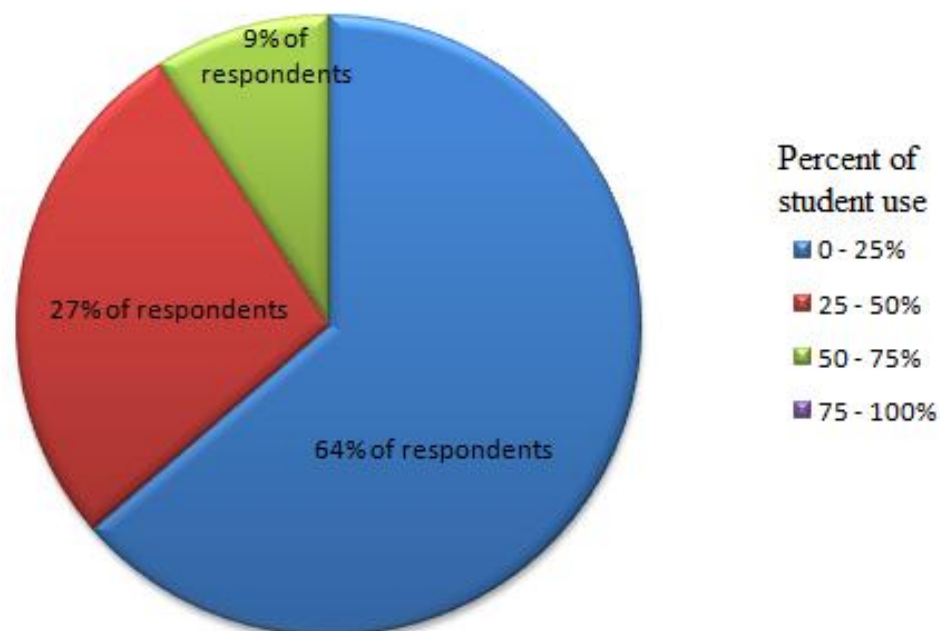
6. What percent of your students use a CROS/Bi CROS aid?



7. What percent of your students use a BAHA?



8. What percent of your students use CI? (Bilateral/only Unilateral/Unilateral with BTEs)



9. What is your favourite iPad/tablet app and/or software you use in work?



LIFE - R

LIFE-R Starkey hearing loss simulations sound level meter and self-advocacy games.



Starkey

An app that allows you to control your Starkey hearing aids through your iPhone/iPod.



Sound Level meter

Can tell you how loud an environment is.



Storybird.com

Used to make visual stories.



Raz-kids.com

Interactive ebooks for kids



Speech to Text on Chrome

Speech to text conversion software



Speech Trainer 3D

Animated videos and 3D modelling of phoneme production. As well, a person's face can be taped and then compared to the 3D model. Each student can have a "file" in the app to save and monitor progress.



SMART Notebook

Interactive white board allows users to draw, write and move content on a special white board



dB Meter Pro

Another app that allows you to measure the sound levels in an environment. This one includes a decibel reference chart.

CAEDHH JOURNAL



Toca Boca

An app with games such as: hairdressing, caring for pets, creating chemicals in a lab, building structures, creating music, writing your own fairy tales and more.



Super Duper

Has flashcards and games for a wide variety of topics including language, vocabulary, grammar, basic concepts, and more.



My Play Home

Is essentially a virtual dollhouse.



Power Point

Used for signing stories and fun following directions



4 Pics 1 Word

A good app for comparing, contrasting, organizing, and categorizing. 4 pictures are shown – they can all be described/represented/compared using one common word.



Story Maker

An app that lets you create stories using pre-made templates. Photos can be inserted from a camera, or object library. You can also record a reading of the story, and import background music.



Letter School

An app that teaches handwriting using traceable templates on the tablet's surface. Also teaches a letter's name and different sounds.



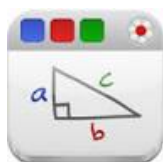
Bitsboard

An app with games, flashcards, word builder, sentence builder, and more. Also tracks your progress.



Notability

An app that combines handwriting, speech to text, word processing, PDF annotation, and space to store pictures and videos.



EduCreations

Allows you to turn your iPad/tablet into a whiteboard slate, with a variety of marker colours, shapes, and typing/font applications. You can then save your work as a record of past "teachable moments", or to refer to later.

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