Reaching Out

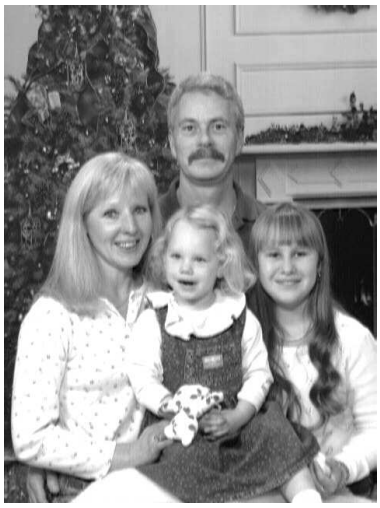
A Newsletter from the BC FAMILY HEARING RESOURCE CENTRE (also known as the Elks Family Hearing Resource Centre) for Families with deaf and hard of hearing children throughout BRITISH COLUMBIA.

January/February 2002

Family Feature

An Abundance of Helping Hands for Our Family

by Shirley Smith



Shirley, Jim, Brianna & Selina Smith

When a family of a deaf or hard of hearing child successfully access appropriate services in their home community, they often have a team of professionals supporting them. Brianna and her family live in Abbotsford, where Brianna, who has a moderate to severe hearing loss in the right ear and a profound loss in the left, attends her local preschool. Shirley, Brianna's mom, tells the Smith family story of how many hands have helped them access services closer to home.

When our journey started nearly a year ago, so many family members and friends were there with support, encouragement, love and prayers to help us along the way.

Never was there a quiet moment with our busy and bright Brianna, unless she was sleeping. She was so self-reliant and quick to learn, yet her speech appeared to be delayed.

Somewhere between the ages of two and three, we began to notice that when we called to Brianna, she would not always respond unless we were close by, and on her right side. We would get comments from others such as "Oh, it's selective hearing", "She's just speech delayed", or "She'll be just fine." Still there was something that just didn't sit right with us. Sure, she had speech, but it sounded like a language all her own at times. As in the movie *Baby Geniuses*, we thought she was waiting for her turn to crossover into speech.

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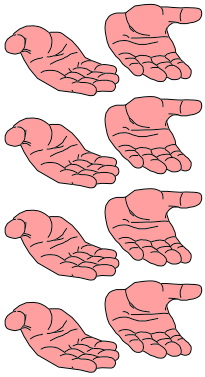
A Roller Coaster Ride and Our First Helping Hands

First we visited our family doctor to share our concerns. From there we were sent to a pediatrician. After the initial checkup, and question and answer period, he agreed with us that Brianna might have a hearing problem. There seemed to be little or no response from her left side. The pediatrician immediately made arrangements for hearing tests with an audiologist.

On our drive home our emotions were taking us on a wild roller coaster ride. Was this really happening? During the 4-week wait for the hearing tests we paid very close attention to Brianna's activities, responses, and communication skills. Our instincts definitely seemed to ring true.



The day arrived for our first visit with the audiologist. The roller coaster of emotions had returned. As I observed the testing I could feel my eyes welling up. Quietly I held back my tears. I just did not want to hear what Diane, the audiologist, had to say. There's no way our little girl is deaf! As Diane spoke, I released all my tears. I could read those same tears in her Daddy's face, yet he remained strong and composed. In a very warm way Diane shared every little detail about Brianna's testing. Brianna had bilateral hearing loss. She had moderate to severe loss on her right side, and profound loss on her left. We were given wonderful advice and booked our next hearing tests.

Over the next 2 weeks I cried whenever someone asked about Brianna, and her 10-year-old sister, Selina, cried along with me. How could I/we get through this? What will people say? How will others look at our daughter? How is Brianna going to deal with this?

Personally I felt helpless, yet the inner me knew that our family was embraced with so much love. Funny how a situation takes hold of one's emotions. This wasn't about me , this was about a family. Jim shared with me the importance of accepting what we were given. Brianna had more or less accepted this, as she didn't know any different, and now it was our turn. We began to share this information with family and friends. Each time we spoke about Brianna, the tears diminished.

More Hands to Help Us Along the Way

Our second trip to the audiologist was easier on all of us. We had started to understand how important it was to get Brianna all the help that we possibly could. Ear moulds were made, and soon we had a pair of loaner hearing aids. Brianna showed instant awareness of the new sounds around her, and was very good about wearing the hearing aids regularly. We had already begun to teach ourselves signing on the advice of our pediatrician. Brianna seemed to catch on very quickly to signing.

We also got information on how to contact the B.C. Family Hearing Resource Centre for assistance. Through the Centre we were assigned Judy, a Teacher of the Deaf and Hard of Hearing, and Sharon, a deaf Sign Language Instructor. Then there was the barrage of medical testing to rule out any conditions that may have been connected to her hearing loss. Sunny Hill Hospital and B.C. Children's Hospital were both more than accommodating, and Brianna did very well with all the testing. The Auditory Brainstem Response test was the most difficult for all of us, as Brianna had a reaction to the drug used. The good news is that she has no other medical conditions to deal with.

Helping Hands Closer to Home and Positive Changes for Brianna

About 3 months into our journey, a friend recommended that we contact the Fraser Valley Child Development Centre for in-home support. Since then we have had a tremendous amount of support from that facility. After four months of using the loaner hearing aids, Brianna was fitted with a pair of computerized frequency transposing hearing aids. The audiologist was pleased with how much more Brianna could hear with this new technology.

Now into our tenth month, so much has changed for Brianna. We use total communication, and she has quite a large vocabulary, both oral and sign. She asks for her hearing aids each morning, and has also learned to listen. We have also started using an FM system. Brianna likes to use the computer several times a day. She attends preschool twice a week, and will go 3 times a week next fall. We know there will be a lot of peaks and valleys as our journey continues, but feel that we have enough support to carry us through whatever comes.

A Special Thanks

We'd like to personally thank Diane, our audiologist, Judy and Sharon from the B.C. Family Hearing Resource Centre, as well as our local Speech Language pathologists Skye and Lauren, Kiran, from Supported Childcare and Melissa our volunteer aide who signs to Brianna at Creative Edge Preschool, for all their professional help and guidance. We know that Brianna is thankful. It seems that in her own way, she understands that she is so blessed with the abundance of helping hands in our lives.

On the Fly...Hints for Home

Stop, Point, Look, Show - Building Confidence in Listening

by Kathy Cody, SLP

One of the earliest stages in learning to listen is developing the skill of **localizing to the sound source**. In simple language this means looking for and identifying where sound is coming from.

Depending on your child's hearing loss, it may be difficult for your child to hear and to determine what direction certain sounds come from. Some sounds may by detected by your child at the level of their hearing ***threshold,*** which means it is the softest sound they can hear.

For people with normal hearing this may be like hearing a very faint whisper or water tap dripping. We have all experienced the sensation of thinking maybe we heard something but were not quite sure. However, if someone else were to start looking around and comment "What is that sound?" we would most certainly feel a lot more confident that we did hear something the first time. For this reason, one of the most important things you can do to help your child develop confidence in listening is by your own demonstration of **listening and looking for the sound**.

How do I demonstrate looking and listening for the sound?
Imagine being in the midst of a household chore, your child is following you around, pulling on your leg, and then the phone rings.

- **Stop** what you are doing.
- **Point to your** ear and comment "I hear something."
- **Look around** for the source of the sound (the phone).
- **Show your child** that it is the phone ringing.

In the beginning you may have to 'make a big production' of finding the phone every time it rings, but over time this will help your child gain confidence in recognizing the sound of the phone and locating the sound.

What sounds should I use?

You can do the same thing with other **every day sounds at home:**

- door bells
- baby monitor
- sirens
- lawn mowers
- going for a walk - stop and listen to dogs barking, birds chirping, construction sites
- baby crying
- microwave bell
- family members shouting to come for dinner
- clatter of pots falling over in the cupboard
- books dropping off the shelf

Try this recipe for another fun listening activity at home -
What you need:

- 1 adult (husband, auntie, uncle, family friend) or older sibling to help demonstrate the activity
- pot lid & wooden spoon, cell phone, variety of bells, box of blocks or toy cars

What you do:
Make a sound - Have your child play quietly with another adult or sibling. Stand approximately 3 feet behind your child. Make one of the sounds: call their name, shake a bell or bang the pot lid. Encourage everyone to turn and look for the sound.

Take turns - Children love taking a turn being the noise maker while mom or dad play the game of trying to identify the source of sound. They find it especially funny when you make a mistake in identifying the sound. Then they can 'teach' you where the sound came from and what it was.

Variations:
As your child's success increases you can make this listening game more difficult by:

- increasing the distance that you stand away from your child.
- having a choice of objects for your child to listen to. Your child's task would be to identify which one made the sound. This becomes a discrimination task e.g. your child has to decide whether it was the cell phone or the jingle bells he heard.
- choosing objects that make softer sounds.

Special Note:
It is important to remember this is not a test. Through playing with sounds in this way you want to help your child's confidence improve. If your child does not automatically turn around to see what the noise was **show them what made the sound.** Most important of all is to **reward your child's success**. Listening is hard work and it is important for your child to know they have done something well. A smile, a hug, clapping hands and commenting, "Yeah, you were right. That was the telephone." will encourage your child and help them feel good about using their listening skills.

Parent's Piece

Getting to Know Breanna

by Tammy Vanderstarren

Breanna's preschool teacher knew her well, a supportive team was in place, and Breanna was happy going to school. But in January, a new home in a new area meant many changes for the Vanderstarren family. Starting in a new preschool mid-year can be a little overwhelming. Routines and friendships have already been established, so the new child and the 'new' teachers have many things to learn.

Tammy, Breanna's mom, wanted the transition to the new preschool to go as smoothly as possible. Tammy acknowledges, "I'm kind of shy. I do a lot better when I can write things down. So I decided to write a letter introducing Breanna and her needs to her new teachers." This was a great way for Tammy to advocate for Breanna's needs in their new community. Tammy agreed to share this idea with our Newsletter readers. This is an edited version of what she wrote for Breanna's new teachers and supported childcare worker.

Introducing Breanna

Breanna was diagnosed just before her third birthday with a moderate-severe sensori-neural hearing loss in both ears. She was quite delayed in speech and comprehension. She has worn hearing aids in both ears ever since. With speech therapy and hearing aids Breanna has dramatically improved in her speech and comprehension although still requires support as she is still behind for her age. Breanna had an unexplained drop in her hearing to a more severe level in August 2001.

Without her hearing aids, Breanna cannot hear much of anything unless you were talking loudly right next to her ear. Due to the degree of hearing loss and even with the use of hearing aids she still misses speech sounds, and sounds are not as clear to her as they are for someone with normal hearing.

Breanna watches your lips as you talk to understand what is being said. Lip reading cannot be 100% effective because a lot of words look the same on the lips so the use of face-to-face communication at her eye level with the use of simple signing and/or gesturing is crucial to her understanding and development of speech and language.

Strategies and Tips to Help Breanna in the Preschool

Face-to-face communication at her eye level is crucial. Breanna uses lip reading to help her understand. When in a group setting, make sure Breanna has a clear view of the speaker, at the front is most ideal. The speaker should try to avoid moving around too much because this will make it harder to lip read.

Do not raise your voice thinking she'll understand you better. Raising your voice actually distorts the sounds of the words which teaches her an incorrect way to pronounce words. Also, it can make the word look different than it normally does on the lips which can cause confusion. It is important to speak to her in a normal tone of voice, using clear speech at an appropriate comfortable rate.

Breanna is very visual. If she does not understand what you are saying, try re-wording or simplifying the sentence, point to pictures or objects to help if possible, use lots of gestures or simple sign language. For example, the word 'hat' could easily be mistaken for many words that sound the same. It is difficult for her to distinguish similar sounding words without appropriate context or gesturing. If you tell her to put her hat on, tap your head. When it is time to stop an activity she may need to be told directly. For example, go up to her and let her know it is clean up time rather than just relying on telling the whole class and assuming she heard you.

Introduce new words and encourage Breanna's language through commenting. When you notice Breanna is watching something or looks curious, that is a great time to talk with her. When she is playing, comment on what she is doing to introduce more language to her such as "you're putting the baby to bed", "the baby's tired." Comment on her environment to give her added information about what is going on.

Encourage Breanna to use her words when she wants something. For example, if she just hands you something to open and does not ask for it to be opened, wait for her to ask you. Ask her "What do you want?" If she still doesn't ask, perhaps she does not know the words for what she wants. Then you can model for her. "Oh, do you want me to open the container?" She'll probably nod and you can repeat again. "Okay, I'll open the container for you."

Breanna needs the use of the FM system in the preschool. This allows her to hear the speaker much easier. The FM system makes the speaker's voice from anywhere in the room seem as if it is within 3 feet of her ears. It is important to turn the speaker's transmitter unit off when not talking with Breanna or she will hear your conversations with others right in her ear. This can be very distracting and confusing.

If Breanna cannot understand the speaker or the speaker can't understand her, do not avoid it or pretend you understand her. ***Try to work with her and figure out a way you can both understand***. Ask her to 'show' or 'draw it' for you. If you figure out what she was trying to say, model the words for her. For example if Breanna says, "cup is umpy" you can say, "Yes, the cup is empty." Point to your mouth as you say 'empty' to get her to focus in on your lips. If you still cannot understand each other and frustration builds, try to change the subject or distract her with something else. Sometimes when Breanna is not clear to other people, I know what it is she is trying to say, so make note of the situation and I can discuss this with you.

Very close supervision is needed on outings. Breanna cannot hear traffic as easily as we can so extra caution is needed. If she does not hear a car she may feel it is safe when, in fact, it isn't.

Communication between the preschool, myself and the support team is important in ensuring Breanna gets the best out of preschool. If you have any problems, or concerns do not hesitate to call for help. No question is a bad question.

Special Feature

For Grandparents, Friends and Family Members

by Luanna Buburuz, mom of Dawson
(see Sept/Oct 2001 issue of Reaching Out)

"What can I do to help my daughter or son who has a child with special needs?"
Instinctively, grandparents and friends want to try and ease their loved one's pain or give advice. As a parent, this has been your job their entire life. In your own panic and fear, you may want to take charge.

"Nothing." This is really what you can do. What they need from you is a shoulder to lean on and a listening ear. Let them be angry and let them grieve and reassure them that it's normal to do so. Do not rush them to 'get over it, and accept it.' This, they will do in their own time. Not offering advice or solutions will give the courage and confidence they will need to get through this ordeal.

> "One day you will see how much this child has given you and your family."

Contacting the BC Family Hearing Resource Centre will get you the information you need to help understand what hearing loss means and when your son/daughter is ready, you can either share your information with them, or encourage them to contact the Centre themselves. Remember, do not push them, follow their lead. You can help, by being interested in their thoughts and feelings and standing behind them in whatever choices they make. Ask them if there is anything you can do to help them, and only do so if you are asked.

Although your head may seem a little clearer than theirs, and they are finding it difficult to cope, they need to take charge when they're ready and will need all your love & support.

While being supportive to someone you love, we often search for the 'right' thing to say, like; "It could be much worse. Look on the bright side and be thankful." or "You need to be strong." Your grieving loved one will indeed see the bright side and accepts things in their own good time, and in the meantime, their child will be just fine. You may need to bite your lip at times, but try and remember that you are no more an expert than they are, just because you've been a parent longer. Even if you try and imagine how you would feel or what you would do, if you had a child living with a hearing loss, deafness or any special needs, it's not the same at all. "If I were you" is meaningless, because it isn't happening to you. Sometimes saying nothing at all is the 'right' thing.

Although this news is devastating, and it seems impossible to see the positive side, rest assured, one day you will see how much this child has given you and your family- all you are going to learn and overcome, all the wonderful accomplishments like learning a whole new language, and all the glory in raising a child with a hearing loss.

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Information Night For Friends And Relatives - April 16, 2002

Are you a relative or friend of a family receiving services from the BC Family Hearing Resource Centre? Would you like to learn more about hearing loss and what you can do to help? We will be hosting an information night for friends and relatives on April 16. For details contact the Centre.

Great Grads...Where Are They Now?

Curtis Les - A Grad with a Future

The Les Family
back row: Donal, Willetta, Janet & Leanne
front row: Curtis, Jodene, Corney & Chevy

Curtis Les, a Great Grad from 1989 is now a Grade 12 student at Timothy Christian School. Curtis and his mom Janet, both took the time recently to share their thoughts with our newsletter readers.

Curtis, tell us a little about yourself.
I plan to attend University College of the Fraser Valley and possibly obtain a Computer Information Systems degree or switch to another field of computer technology later on in college. I am very grateful that I attend a private school, in which my entire grade totals 32 people and all have known me for nearly 13 years now. When I am working, am at school, or home I find that I have little trouble with my hearing loss. Generally where I have the most problem is when I am in a noisy situation and am trying to communicate with someone, especially someone who does not know me and much about hearing loss.

Do you remember coming to our preschool programme? I remember playing with other kids and often by myself, sometimes with my parents.

In school, what do teachers do that is helpful and what do you find frustrating?
I think the most frustrating thing is when they talk to the board and the most helpful is when they notice that I am not understanding something and explain it in a different way. I find it helpful that the teachers are under-standing about my hearing loss and are helping me to learn the best they can. One frustrating thing at school is group work where it is difficult to follow everything. I do the best I can and manage to get by as it is not very often when we do work in groups.

What do you think parents can do to help their children grow up to become responsible, capable adults? I think the best that parents can do is be good role models, helping the child along the best they can, but also being sensitive for the need for some independence in a child as well. My own parents were always there for me and really tried their best to help me through school and other things the best way they could.

Janet Les- Reflections from the Past

Curtis was 20 months in January 1986 when he had Hib meningitis resulting in hearing loss. The diagnosis was quite traumatic for us. Curtis started wearing hearing aids soon after his illness. He liked them from the start; they brought sound back into his world. He gets good gain from his hearing aids.

My hopes and dreams for Curtis, and all my children, are they they will love the Lord and each other, that they be kind, discerning, and giving members of society. Curtis' hearing loss doesn't affect that expectation. His ability to learn, work, be a friend, raise a family, etc. is not hugely affected by his hearing loss and I've never doubted his capability to do the important things in life. I tell him that living with a hearing loss is much less of a disability than a bad attitude.

Corney (Curtis' dad) and I get good support from each other. We have a large extended family and church family. I really don't think Curtis' four siblings have suffered one bit from his hearing loss. You might get a different perspective from them, I don't know.

With a few exceptions, we have had very good experiences with professionals at Children's Hospital, public health, school, etc. We decided on the 'Elks' (you'll always be 'the Elks' to us) because we really liked the program and the Surrey location was more realistic than Vancouver.

I've always been inspired by children and adults with hearing loss whom we observed doing well. Even if different from Curtis' situation (ie, different degree of hearing, onset of hearing loss, etc.) these encounters lifted us up and encouraged me to put more effort into his 'therapy' and my own 'education'.

One thing I do struggle with is how much to make hearing loss an issue. I hate seeing him left out but HE doesn't like it when I advocate for him. Having an interfering mother is just one more difficutl thing he has to live with! On the one hand I want to respect his wishes, especially as he gets older. On the other hand, I carry on because it's for his benefit (just like I ensure he eats well when he would prefer only fast food!!)

The Elks program was very helpful. Some people were amazed that we drove the 100 km each way 3 times a week for Curtis to attend the preschool program. But this was a better option for our family than moving and it was necessary for Curtis. Also, we carried through with the advice and things we learned at the Elks and from our reading. We talked constantly to Curtis and expected him to respond, we read to him a lot, consciously developing language through play.
We are grateful for the significant help from many professionals over the years. But we always felt that to raise our hard of hearing child, to teach him language, speech and social skills was our job, not theirs. In my view, there is no substitute for mother!

If at all possible I would encourage mothers of hard of hearing preschool children to consider options other than full time work. Those few years are so important to your child's future.

We are a family of readers and that has been a good thing for Curtis. He has become the most prolific reader of us all. That is why he does well academically and it also fulfulls his 'down time' need. Curtis excels academically and that is highly significant because of the level of confidence it gives him. As a result he does not need remedial assistance, is able to handle a part time job in addition to school, is ensured wider career possibilities, etc.

I have heard the sentiment from parents that academics isn't everything; they are more concerned about social skills, self-esteem, emotional well-being, etc. Those, of course, are very important. But realistically, a child who is not literate and struggles along in school is much more at risk for other problems.

My involvement with CHHA has been good for us. Curtis enjoys the annual conference and I especially benefit from networking with other parents. There are few children in Chilliwack with hearing loss and Curtis has always been the only hard of hearing student in his school.

What I would say to parents of young children with hearing loss? The early years are vital. I think Curtis' good progress before school entry contributed to his overall achievement in a big way. Consider the time, energy and resources you spend NOW on your child as a wise investment. You will NEVER regret it! ALSO - we would love to hear from you.

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This is a condensed version of Janet's story.
If you would like the full version
please contact the Centre.

Parent to Parent...Words of Wisdom from Parent Group

Books! Books! Books! For Babies, Toddlers And Preschoolers

by Susan Lane

Why and how should parents read books with their young deaf and hard of hearing children? These questions were recently the focus of our Monday Parent Support Group.

Why read to your child?

Children with a hearing loss can be "at risk" for having more difficulty learning to read. You can help prevent potential problems by starting early in your child's life to encourage a love of reading.

Reading is also a wonderful way to help your child's speech and language development. Story time at home can help give your child a love of books which are a rich source of information and enjoyment.

Successful readers in school usually have parents who read to them regularly from the time they were very young.

How to read to your child

- **Get rid of background noise**. Read in a quiet area of the house. Turn off any competing sound like the TV or radio.

- **Hold the book so that your child can easily see it and you.** If you are signing to your child you may feel you need four hands in order to sign and hold the book! Try balancing the book against your chest, use a large bull-dog clip or a plastic book holder to keep the pages from turning,. **Have your child face you** instead of sitting on your lap facing away or sitting beside you.

- **Use lots of expression in your voice and face to keep your child's attention longer.**

- **If your child is still in the early stages of language learning you should read only the simplest stories word for word**. Don't feel you have to read everything on the page. Simplify the story to fit your child's language level, attention span, and interest. Relate the pictures to your child's life.

- **Read slowly and pause frequently**. Give your child plenty of time to enjoy the experience.

- **Encourage interruptions**. Bedtime stories can be a wonderful time for stimulating talking time, so let your child interrupt your story if he wants to talk.

- **Encourage your child's participation** by asking them to: Point out an object, character, or action; repeat a word or phrase answer questions. Touch and feel books are wonderful for helping the baby and toddler participate. For children in later language learning stages ask 'wondering' questions such as "Why?"

- **Don't ask too many questions** if your child is still in the early stages of learning language. Instead make statements about the pictures.

That same old story, *again*? Don't worry if your child asks for the same book again and again. Children often enjoy familiar pictures and words. Remember REPETITION is wonderful for learning new words.

Bits & Pieces

Making a Difference

Many thanks to the following individuals and organizations whose contributions make a difference in the lives of our deaf and hard of hearing children and their families. Since our last issue these groups and individuals have donated.

General Donations

- Catherine & Valmore Berry
- Mindy Dhillon
- Teresa Kazemir
- Smith Family
- Nexen Chemical thru the United Way
- Sears Employees Charitable Fund
- Elks: Kimberley; Parksville/Qualicum
- Order of the Royal Purple: South Vancouver; Terrace

Newsletter Fund:

- A. Wolverton, IDP Burnaby
- Nicola Speech & Language Services, Merritt
- Speech & Hearing Clinic, Prince George

Bright Futures Campaign:

- BDO Dunwoody
- Ben & Amy Ho
- Roy Gutteridge
- Ron Moody
- Vancouver Foundation
- Envision Credit Union
- Harvey Mitchler
- Webster Foundation
- Carol Briner & Graham Bryce thru United Way
- Bruce & Judy Finley
- A & K Sprenkels, Squamish Elks
- Nicola Swain
- Ann Swain
- Ruby Cramb
- Susan Lane
- Roy & June Lanegraff

Cleaning Night

The Annual Cleaning & Repair Night date has been set for March 27th 6:30 - 9:30 pm. Here's your chance to help us out. Pizza will be ordered, $5 each please! The Centre will supply coffee, tea and pop.

Please bring your own buckets and rubber gloves. We hope to see full attendance from everyone who has been receiving services from the BC Family Hearing Resource Centre and the Elks Speech & Language Program.

'*Crazy*' Bowling

Mark your calendar! The Parent Fundraising Committee has arranged our 5th annual 'Crazy' Bowling Night for Saturday, April 13; 9-12pm at the Dell Bowling Lanes in Surrey. This adult-only event is a chance for family and friends to get together for a fun-filled evening of bowling and fundraising. Prize donations are needed. More information in the near future.

And...the Parent Fundraising Committee asks everyone to gather gently-used clothing for an upcoming clothing drive fundraiser. Details provided when available.

Walk Walk Walkathon

Reminder! Don't forget to leave Sunday, May 26th open for the Elks & Royal Purple Walkathon in your area. More details to follow. For information contact Barbara Gee 604-533-6616 or e-mail: gg6615@shaw.ca

Calendar of Events

January 21 - 23	Dyan Spear, Outreach Consultant, visits Kelowna
February 18 - 22	Judy Chrastina, Outreach Consultant, visits Williams Lake & 100 Mile House
February 22	PEER Intensive Day
Feb 25 - Mar 8	Advanced Professional Training - Speech-Language Pathology - welcome to Marta Eveson; Sunrise Community Resources, Campbell River & Sarah Lowe, The Centre for Ability, Vancouver
March 8 & 9	Advanced Professional Training - Cochlear Implants
March 9	Father's Only Retreat, Sidney, BC
March 12	Punjabi Night at our Centre
March 13	Last Sign Language Class of Winter session
March 18 - 22	Spring Break
March 27	Cleaning Night
March 29	Good Friday Holiday
April 1	Easter Monday Holiday
April 13	'Crazy' Bowling Night
April 16	Information Night for Friends & Relatives
May 26	Elks & Royal Purple Walkathon

CONGRATULATIONS to the VARIETY CLUB for a successful TELETHON!

The Variety Club is working with us to raise funds for our new Centre.

Just for laughs....

We are always working on the skill of having the children know when their birthday is. One mom was happy to report that her daughter now knows when her birthday is. So when I asked her daughter "When is your Birthday, she responded. The 6th of Jammies!"

Judy Chrastina, TDHH

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We are a Family Centered Early Intervention Provincial Resource Program committed to individual communication choices. We provide support and resources throughout B.C. to deaf and hard of hearing children, their families and Community Service Providers.

The purpose of the Reaching Out Newsletter is to provide information and support to our readers.

Articles and ideas are welcome! The opinions expressed therefore are those of the authors and do not necessarily reflect the opinions of the Board of Directors, or the staff. We reserve the right to edit contributions for brevity and clarity.

There is no fee for the Reaching Out newsletter, however, donations are gratefully accepted.