

Jones Memorial Lecture

April 10, 2014

Dr. Debra Russell: GOOD EVENING, EVERYONE. THANK YOU FOR JOINING US FOR THIS YEAR'S JONES MEMORIAL LECTURE. MY NAME IS DEB RUSSELL, AND I'M THE DIRECTOR OF THE WESTERN CANADIAN CENTRE FOR DEAF STUDIES, AND IT'S MY PLEASURE TO WELCOME EACH AND EVERY ONE OF YOU HERE TO TONIGHT'S LECTURE.

AS YOU CAN SEE, WE HAVE A LITTLE BIT OF TECHNOLOGY IN THE BACKGROUND. WE'RE TRYING AGAIN SOMETHING A LITTLE BIT DIFFERENT THIS YEAR, SO WE'RE STREAMING IT ACROSS THE COUNTRY. I KNOW THAT I HAVE COLLEAGUES IN CALGARY WHO ARE WATCHING US LIVE, SO WELCOME TO ALL OF YOU WHO ARE ONLINE AND WATCHING LIVE.

WE'LL ALSO BE ABLE TO HAVE THIS UP ON OUR WEBSITE AT SOME POINT AFTER TONIGHT'S LECTURE. SO FOR THOSE OF YOU WHO KNOW PEOPLE THAT DIDN'T GET TO SEE IT LIVE STREAMED OR WEREN'T HERE THIS EVENING, YOU CAN POINT THEM TO OUR WEBSITE, PROBABLY IN THE NEXT TEN DAYS, AND THE LECTURE WILL BE THERE AS WELL.

SO WITHOUT FURTHER ADO, LET ME NOW WELCOME DR. FERN SMART TO THE PODIUM. SHE IS THE DEAN OF OUR FACULTY OF EDUCATION, AND SHE WILL BRING GREETINGS ON BEHALF OF THE FACULTY AND OUR DEPARTMENT.

Dr. Fern Smart: THANK YOU VERY MUCH, DEB, AND KRISTIN, WHO IS HERE. AND WELCOME TO EACH OF YOU. IT SEEMS ONLY DAYS AGO THAT KRISTIN WAS DELIVERING THIS LECTURE OVER IN ANOTHER BUILDING

ON OUR CAMPUS. AND TIME GOES BY, AND SHE BECAME OUR PEIKOFF CHAIR. AND TIME CONTINUED TO GO BY, AND SHE NOW HAS A TENURE TRACK POSITION, WELL DESERVED, AND WE'RE GOING TO BE LOSING HER. MAYBE THAT'S NOT TO BE ANNOUNCED TONIGHT. (Laughter) BUT NOW IT HAS BEEN. TRIBUTE AND THANK YOU TO YOU.

AND ONGOING THANKS TO DEBRA WHO IS OUR ANCHOR AND FOUNDATION THROUGHOUT AND MAKES MUCH OF THE MAGIC HAPPEN.

AS MANY OF YOU ARE WELL AWARE, THE JONES LECTURE BECAME AN ANNUAL EVENT IN OUR FACULTY WHEN PAT AND ROD EIDEM PROVIDED AN ENDOWMENT TO FUND A LECTURE EACH YEAR. THE REASON THAT THEY WERE MOTIVATED TO DO THAT IS BECAUSE PAT'S FATHER IN HIS LATER YEARS BECAME DEAF, AND THEY WANTED TO PROVIDE SUPPORT TO AN ONGOING TRIBUTE TO HIM AND WAY TO REMEMBER HIM, BY REACHING OUT TO THE COMMUNITY.

TODAY HAS BEEN A VERY GOOD DAY IN THE FACULTY OF EDUCATION. LATE AFTERNOON WE HAD THE AWARDS CEREMONY FOR FACULTY MEMBERS WHO RECEIVED RESEARCH AND TEACHING AWARDS. WHEN A DAY JUST KEEPS FLOWING ALONG AND HAS ONE GOOD THING AFTER ANOTHER, WHEN HONESTLY WE'RE USED TO A DAY THAT FLOWS ALONG AND THEN YOU HAVE TO WORRY ABOUT BUDGET CUTS, IT FLOWS, AND THEN YOU HAVE TO WORRY ABOUT BUDGET CUTS, TWO GOOD THINGS IN A ROW FEEL VERY GOOD.

WELCOME. I WOULD LIKE TO PARTICULARLY WELCOME OUR GUEST SPEAKER, OUR GUEST, DR. RUTH WARICK. AND I IMAGINE THAT SHE WILL BE INTRODUCED IN MUCH MORE DETAIL, BUT WE ARE SO PLEASED TO HAVE YOU WITH US AND LOOK FORWARD TO HEARING WHAT YOU HAVE TO SHARE.

THANK YOU, DEB.

Dr. Debra Russell: THANK YOU SO MUCH, FERN. I KNOW THAT YOUR SCHEDULE IS INCREDIBLY FULL. WE FEEL HONOURED WHEN WE HAVE YOU ALL TO OURSELVES FOR A FEW HOURS. THANK YOU FOR JOINING US. WE APPRECIATE IT TREMENDOUSLY.

AS FERN INDICATED, THE LECTURE SERIES IS ENDOWED THROUGH THE GENEROSITY OF THE EIDEM FAMILY. AND SO SADLY, PAT AND ROD ARE NOT ABLE TO JOIN US THIS EVENING.

PAT HAD A FAMILY EVENT THAT COULDN'T BE RESCHEDULED, AND SO SHE IS IN MEXICO RIGHT NOW WITH HER DAUGHTER. OR ON HER WAY TO MEXICO. SHE SENDS HER BEST WISHES TO EACH AND EVERY ONE OF YOU, AND SHE LOOKS FORWARD TO JOINING US NEXT YEAR WHEN WE HOST THE JONES MEMORIAL LECTURE.

SO TO PAT AND ROD, IF YOU ARE WATCHING US ONLINE, THANK YOU AGAIN FOR YOUR TREMENDOUS SUPPORT OF THIS PARTICULAR SERIES.

IT'S NOW MY PLEASURE TO SAY A FEW WORDS ABOUT RUTH BEFORE SHE TAKES THE PODIUM.

SO ALL OF YOU HAVE GOT A PROGRAM BOOKLET, AND THAT SAYS A LITTLE BIT ABOUT RUTH. BUT I THINK WHAT I WOULD LIKE YOU TO KNOW IS THAT THIS IS AN INTERNATIONAL LEADER THAT WE HAVE THIS EVENING. SHE AND I HAVE KNOWN EACH OTHER FOR MANY YEARS. OUR PATHS HAVE CROSSED IN A NUMBER OF ROLES.

WE FIRST MET AT THE CANADIAN COORDINATING COUNCIL ON DEAFNESS CONFERENCE. SO FOR SOME OF YOU WHO ARE VERY EXPERIENCED IN THE

ROOM, YOU WILL KNOW THAT WAS A LONG TIME AGO. FOR THOSE OF YOU WHO ARE NEWCOMERS TO OUR WORLD, YOU PROBABLY DON'T EVEN RECOGNIZE THAT NAME OF AN ORGANIZATION. AND WE THINK THAT WAS IN THE EARLY 80s. AT THAT TIME RUTH WAS VERY, VERY ACTIVE IN THE CANADIAN HARD OF HEARING ASSOCIATION AND WAS SERVING AS THEIR PRESIDENT. I THINK I WAS AVLIC PRESIDENT.

OUR LIVES CONTINUED TO BE INTERTWINED, AND MOST RECENTLY I HAD THE CHANCE TO BE IN AUSTRALIA IN OCTOBER, AND THERE WAS RUTH AGAIN AS THE PRESIDENT OF THE INTERNATIONAL FEDERATION OF HARD OF HEARING PEOPLE SIGNING A MEMO OF UNDERSTANDING WITH THE WORLD FEDERATION OF THE DEAF.

AND SO IT'S WITH GREAT PLEASURE THAT WE HAVE HER HERE THIS EVENING. AND SHE'S THE ONLY JONES MEMORIAL LECTURER THAT WE HAVE INVITED BACK FOR AN ENCORE. FOR SOME OF YOU IN THE ROOM, YOU MAY REMEMBER THAT RUTH GAVE THIS LECTURE PROBABLY IN THE EARLY 90s. WE THINK 1993.

SO SHE HAS CONTINUED TO SERVE THE CANADIAN HARD OF HEARING COMMUNITY. SHE HAS CONTINUED TO SERVE THE INTERNATIONAL HARD OF HEARING COMMUNITY. SHE'S A TREMENDOUS LEADER AND A TREMENDOUSLY WELL-TRAVELED WOMAN, AND SO WE'RE THRILLED THAT YOU HAVE ADDED EDMONTON INTO YOUR TRAVEL PLANS FOR THIS EVENING.

SO THANK YOU, AND PLEASE JOIN US, AND WE LOOK FORWARD TO YOUR PRESENTATION.

(Applause)

SO I WANT TO START OFF BY DESCRIBING THE NATURE OF BEING HARD OF HEARING, AND PART OF IT COMES TO THE CORE ISSUE THAT IT'S A VERY INVISIBLE TYPE OF DISABILITY THAT IS STILL IN THIS DAY AND AGE NOT WELL UNDERSTOOD.

THE EXCLUSION DIMENSION, PARTICULARLY IN HUMAN CONVERSATION, HAS A TREMENDOUS IMPACT ON HOW IT AFFECTS HARD OF HEARING PEOPLE.

AND THEN WE WILL TALK ABOUT DISCLOSURE BECAUSE THAT'S AN ISSUE. BECAUSE IT'S A HIDDEN DISABILITY, THEN THERE ARE CHOICES MADE ABOUT WHETHER TO DISCLOSE OR NOT AND CONSEQUENCES EITHER WAY.

AND THEN FINALLY WE WILL CLOSE WITH A DISCUSSION ABOUT SOME OF THE EFFORTS AT THE INTERNATIONAL LEVEL, SO THAT WE'RE LINKING WHAT'S HAPPENING TO PEOPLE INDIVIDUALLY TO WHAT WE'RE TRYING TO DO TO IN EFFECT CHANGE THE WORLD, TO MAKE IT A BETTER PLACE AND A MORE ACCESSIBLE PLACE FOR HARD OF HEARING PEOPLE.

SO THE FIRST CHALLENGE THAT WE FACE AS HARD OF HEARING INDIVIDUALS IS THE FACT THAT HAVING THIS PARTICULAR DISABILITY IS ONE THAT OTHERS CANNOT SEE. IT IS INVISIBLE.

AND NOW I WILL ASK YOU IF YOU CAN MAKE A GUESS AS TO HOW MANY HARD OF HEARING PEOPLE THERE ARE IN THIS ROOM BY LOOKING AROUND. AND NOT JUST TO MAKE A GUESS, BUT TO PUT \$1,000 ON THAT BET.

HOW MANY OF YOU ARE WILLING TO BET \$1,000 THAT YOU CAN GUESS THE EXACT NUMBER OF HARD OF HEARING PEOPLE IN THIS ROOM?

YOU'RE WILLING?

>>: DEAF AND HARD OF HEARING?

Dr. Ruth Warick: OKAY. LET'S INCLUDE DEAF AND HARD OF HEARING IN THIS BET. HOW MANY OF YOU ARE WILLING TO GUESS THAT NUMBER?

AND THE REASON NOBODY HAS PUT UP THEIR HAND IS YOU CAN'T TELL. YOU CAN'T TELL BY LOOKING AT SOMEONE WHETHER THEY'RE HARD OF HEARING OR DEAF. IT'S AN INVISIBLE DISABILITY. YOU WOULD BE RISKING A LOT OF MONEY BETTING \$1,000 THAT YOU COULD COME UP WITH THAT NUMBER.

THE ONLY WAY YOU MIGHT BE ABLE TO TELL IS IF YOU'RE LOOKING AT SOMEONE'S EARS AND YOU CAN SEE THAT THE PERSON IS WEARING A HEARING AID.

BUT TODAY WITH ALL THE ELECTRONIC GADGETS, YOU LOOK AT SOMEONE'S EARS, AND THEY'RE NOT NECESSARILY HARD OF HEARING. THEY'RE WEARING AN ELECTRONIC DEVICE.

I USED TO BE ABLE TO ACTUALLY GO UP TO PEOPLE AND TALK TO THEM AS SOMEONE WHO WAS HARD OF HEARING BY LOOKING AT THEIR EARS. NOWADAYS I WOULDN'T DARE DO THAT BECAUSE MY GUESS IS I WOULD BE WRONG.

SO THE INVISIBLE NATURE OF THE DISABILITY IS A UNIVERSAL QUALITY, WHETHER YOU'RE LIVING IN EDMONTON, NAIROBI, KENYA, OR IN INDIA.

SO WHAT DOES THIS MEAN, THOUGH, THE FACT THAT WE HAVE AN INVISIBLE DISABILITY?

IT MEANS THAT OTHER PEOPLE DON'T NECESSARILY UNDERSTAND THE DIFFICULTIES THAT WE ENCOUNTER. AND HOW COULD THEY? THE DISABILITY ISN'T OBVIOUS, AND A LOT OF THE DIFFICULTIES THAT WE EXPERIENCE ARE NOT OBVIOUS.

THERE IS ALSO, THOUGH, THE IMPACT THAT THERE IS A TENDENCY -- NOT BY EVERYONE, BUT BY SOME PEOPLE -- TO DISMISS THE PROBLEMS AND ESPECIALLY IF YOU'RE HARD OF HEARING TO ASSUME, WELL, YOU CAN HEAR A LITTLE BIT SO YOU SHOULD BE ABLE TO FUNCTION OKAY.

OR, YOU KNOW, YOU CAN HEAR ME IN THIS ONE-ON-ONE CONVERSATION, SO THE ASSUMPTION IS MADE THAT YOU CAN HEAR IN ALL KINDS OF SITUATIONS WITH OTHER PARTNERS.

BUT THAT IS NOT THE CASE.

IT IS AN UNDERSTANDABLE VIEWPOINT, THOUGH, AS I MENTIONED, BECAUSE HOW WOULD THEY BE ABLE TO TELL UNLESS THEY HAVE RECEIVED SOME EDUCATION AND TRAINING AS TO EXACTLY WHAT THE IMPACT OF THE HEARING LOSS IS ON US.

AND HERE I WANT TO SHARE A STORY. LAST MONTH I WAS IN NAIROBI, KENYA, FOR WHAT I THINK WAS THE FIRST DISABILITY CONFERENCE AT AN INTERNATIONAL SCALE BRINGING TOGETHER DISABILITY LEADERS THROUGHOUT AFRICA TO NAIROBI TO COME UP WITH WHAT WE CALL THE NAIROBI DECLARATION, A STATEMENT OF THE HUMAN RIGHTS OF PEOPLE WITH DISABILITIES IN AFRICA.

AND WE THINK THAT THIS IS A POWERFUL STATEMENT BECAUSE IT CAN BE USED BY THE DISABILITY LEADERS IN THEIR COUNTRY IN AFRICA TO GO TO THEIR NATION'S STATE. IT CAN ALSO BE FED TO THE U.N.

SYSTEM.

AT THE CONCLUSION OF THIS VERY EXCITING THREE-DAY EVENT, THE MINISTRY THAT WAS RESPONSIBLE FOR DISABILITY SERVICES IN KENYA ORGANIZED A DINNER. I HAD THE OPPORTUNITY TO SIT NEXT TO THE PUBLIC RELATIONS DIRECTOR.

SO THIS DIRECTOR TURNED TO ME, AND HE SAID, YOU DO NOT LOOK DISABLED. YOU KNOW, IT DOESN'T LOOK LIKE YOU REALLY HAVE ANY PROBLEMS.

SO BECAUSE HE WAS SITTING NEXT TO ME AND HE WAS MY CAPTIVE AUDIENCE, I DID GIVE HIM AN EARFUL ABOUT WHAT THOSE PROBLEMS ARE.

SO I EXPLAINED TO HIM THAT IF YOU DON'T GET A HEARING AID UNTIL YOU'RE 11 AND YOU'RE IN A CLASSROOM, YOU'RE NOT GOING TO BE HEARING THE OTHER STUDENTS AND THE TEACHERS. YOU'RE NOT NECESSARILY GOING TO BE ABLE ALMOST TO PASS SOME OF THE GRADES OR BARELY PASS. YOU'RE LEARNING PRETTY MUCH ON YOUR OWN BECAUSE YOU'RE NOT LEARNING FROM THAT ENVIRONMENT.

YOU'RE NOT HEARING THE TEACHER EVEN WHEN YOU GET A HEARING AID AT 11 IF THE TEACHER IS FACING THE BLACKBOARD, AND YOU'RE CERTAINLY NOT HEARING THE OTHER STUDENTS.

AND YOU'RE NOT HEARING THE WORDS IN A SPELLING TEST WHEN THEY'RE STATED. SO WHAT DO YOU DO? YOU MEMORIZE THE WORDS AND YOU WRITE THEM ALL DOWN SO YOU DON'T FORGET THEM, AND THEN YOU ARE ACCUSED OF CHEATING.

YOU MAY FIND IT DIFFICULT TO GET A JOB, ESPECIALLY IF YOU'RE WRITING DOWN ON YOUR APPLICATION THAT YOU ARE HARD OF HEARING.

YOU CERTAINLY WON'T BE CALLED FOR AN INTERVIEW. SO YOU LEARN TO LEAVE OFF THAT INFORMATION.

YOU DON'T ENJOY MOVIES BECAUSE YOU CAN'T HEAR. YOU NEED CAPTIONS. YOU INVENT A WHOLE WORLD ABOUT WHAT IS GOING ON AND THEN AFTERWARDS READ WHAT ACTUALLY WENT ON.

THE SAME WITH TELEVISION. WITHOUT CAPTIONS, IT'S NOT POSSIBLE TO REALLY GET THE INFORMATION AND KNOW WHAT IS HAPPENING IN THE WORLD.

YOU MAY EVEN MISS AN AIR FLIGHT BECAUSE YOU WON'T HEAR ANNOUNCEMENTS OF SCHEDULE CHANGES. AND THAT'S MY STORY. THAT'S NOT SOMETHING THAT HAPPENED TO TEN OTHER PEOPLE. IT HAPPENED TO ME. AND EACH PERSON WHO IS HARD OF HEARING HAS THEIR OWN STORY OF SIMILAR TYPES OF EXPERIENCES.

SO YES, MR. PUBLIC RELATIONS GUY, THERE ARE PROBLEMS.

THESE PROBLEMS ARE NOT ONLY ABOUT NOT HEARING, BUT ALSO NOT BEING ABLE TO COMMUNICATE BECAUSE WE NEED TO HEAR IN ORDER TO COMMUNICATE.

HEARING LOSS IS NOT JUST A PHYSICAL CONDITION. IT'S NOT THE FACT THAT THERE'S A DECIBEL DECREASE IN AMOUNT OF HEARING; IT'S ALSO A SOCIAL/PSYCHOLOGICAL CONDITION.

BECAUSE IF YOU CAN IMAGINE SOMEBODY WHO HAS GONE THROUGH ALL OF THOSE EXPERIENCES AND WHO HAS EVEN BEEN TOLD BY PROFESSORS -- AND I WAS TOLD THIS -- OH, I THOUGHT YOU WERE RETARDED, NOT HARD OF HEARING, YEAH, THAT'S GOING TO HAVE A DENT ON YOUR SELF-ESTEEM. AND YOU'RE GOING TO FEEL AT TIMES EXCLUDED AND NOT

REALLY PART OF THE GROUP, PART OF SOCIETY.

AND SO YES, HARD OF HEARING MEANS DIFFICULTIES.

SO THE MOST BASIC FORM OF EXCLUSION IS FROM CONVERSATION.

AND I WILL JUST MOVE TO THE NEXT SLIDE.

SO IN TERMS OF CONVERSATION, LACK OF HEARING AFFECTS THE HARD OF HEARING PERSON'S ABILITY TO GET INTO THE CONVERSATION. AND I WANT TO TALK FOR A MINUTE ABOUT EXACTLY WHY THAT IS THE CASE.

THERE'S A DELAY IN HEARING, BOTH IN PROCESSING THE SOUND AND IN FILLING IN MISSING GAPS. MOST HARD OF HEARING PEOPLE DON'T ACTUALLY HEAR EVERY SINGLE WORD UNLESS THEY HAVE EXTREMELY GOOD TECHNOLOGY, SO WE'RE AUTOMATICALLY FILLING IN THE EMPTY SPACES AND THEN AFTERWARDS, OH, YEAH, THAT WAS WHAT WAS SAID.

BUT THAT MEANS THAT WHILE YOU'RE FILLING IN ALL OF THIS, EVERYBODY ELSE HAS MOVED ON IN THE CONVERSATION. SO IF YOU WANT TO SAY SOMETHING, IT'S TOO LATE. YOU'VE MISSED THAT OPPORTUNITY.

AND THIS IS WELL EXPRESSED BY MY FRIEND SCOTT SECORD. SO HE SAYS, "WHILE MY BRAIN IS ENGAGED IN THE PROCESS OF INTERPRETING THE CONTENT OF WHAT IS BEING SAID, THE SAME CONVERSATION IS PROGRESSING. HENCE, WHAT I FIND MYSELF DOING IS TRYING TO PLAY CATCH-UP WITH THE ONGOING CONVERSATION."

THIS CHALLENGE OF CONVERSATION IS EXACERBATED WHEN YOU'RE TRYING TO FIGURE OUT WHEN THE OTHER PEOPLE HAVE HAD THEIR SAY. I KNOW I HAVE FACED THIS A LOT OF TIMES. I HAVE TO REALLY BE CAREFUL TO LET THE OTHER PERSON FINISH THE CONVERSATION, NOT INTERRUPT THEM, AND THEN JUMP IN. SO IT'S A DELICATE BALANCING

ACT.

THERE'S ALSO A BIT OF THE RISK OF NOT FULLY HEARING WHAT WAS SAID AND THEN SAYING AN INAPPROPRIATE COMMENT OR SAYING THE EXACT SAME THING AS THE OTHER PERSON.

THIS IS A QUOTATION FROM ONE OF THE 14 STUDENTS WHO TOOK PART IN A STUDY THAT I CONDUCTED FOR MY DOCTORAL THESIS BACK IN 2002. 2003 WAS THE YEAR THAT IT WAS FINALIZED. I INTERVIEWED 14 STUDENTS WHO WERE HARD OF HEARING ATTENDING THREE UNIVERSITIES IN BRITISH COLUMBIA. DARCY IS NOT HIS REAL NAME.

BUT WHAT HE SAID IS, "I RAISED MY HAND TO COMMENT ON A POINT I THOUGHT WAS WORTH MENTIONING THAT THE PROF HAD YET TO SPEAK ABOUT. IT TURNS OUT THAT THE PERSON WHO SPOKE JUST BEFORE ME HAD JUST SPOKEN ABOUT THAT VERY THING."

BUT NOW HERE IS THE CATCH. THERE WAS A BIT OF SNICKERING FROM THE BACK.

SO HE NOT ONLY DIDN'T HEAR, BUT THEN HE GOT RIDICULED FOR NOT HEARING.

NOW, AS PART OF MY THESIS STUDY, I CAME ACROSS SOME VERY INTERESTING THEORETICAL FRAMEWORKS. ONE THAT I ABSOLUTELY LOVE, WHICH I AM SURE A NUMBER OF YOU HERE HAVE HEARD ABOUT, IS WHAT WE CALL THE VISITOR ANALOGY.

SO THIS ANALOGY HELPS TO EXPLAIN WHAT IS HAPPENING IN THE EDUCATIONAL CONTEXT. IT WAS ACTUALLY DEVELOPED FOR INDIVIDUALS WHO ARE DEAF STUDENTS TO EXPLAIN THE LAG FOR DEAF INDIVIDUALS TO PARTICIPATE BECAUSE OF THE LAG IN GETTING CONTENT THROUGH A SIGN

LANGUAGE INTERPRETER. BUT IN MY STUDY WITH HARD OF HEARING STUDENTS, I FELT THAT IT WAS A VERY APPLICABLE ANALOGY FOR THE KIND OF CONVERSATIONAL LAG THAT STUDENTS WHO ARE HARD OF HEARING EXPERIENCE IN TERMS OF BEING ABLE TO PARTICIPATE IN THE CLASSROOM.

SO WHAT HAPPENS IS THAT A VISITOR IS NOT FULLY INTEGRATED INTO THE CLASSROOM. BECAUSE IF YOU ARE NOT ABLE TO BE A PARTICIPANT, YOU ARE NOT ABLE TO BE A FULL MEMBER OF THAT CLASS.

AND HARD OF HEARING STUDENTS' PARTICIPATION DOES RESEMBLE A VISITOR DUE TO THE DIFFICULTY OF HEARING OTHER STUDENTS AND CONVERSATIONAL LAG EXPERIENCES.

NOW, THERE ARE THINGS THAT CAN BE DONE TO REDUCE SOME OF THE IMPACTS, ESPECIALLY OF THE LACK OF HEARING AND LACK OF BEING ABLE TO BE A PARTICIPANT. AND SO THE STUDENTS WHO TOOK PART IN MY STUDY DESCRIBED A FEW OF THESE.

I'M GOING INTO SOME LENGTH ABOUT THIS BECAUSE I UNDERSTAND THAT IN THE AUDIENCE THERE ARE SOME TEACHERS, AND I WANTED TO SHARE SOME OF MY FINDINGS FROM MY RESEARCH FOR THEIR BENEFIT, AS WELL AS FOR EVERYONE ELSE'S.

SO EVEN IN A UNIVERSITY SETTING, ONE OF THE STUDENTS WOULD PUT UP HER HAND. SO INSTEAD OF -- MOST PEOPLE JUST JUMP IN, BUT SHE PUT UP HER HAND TO BE RECOGNIZED BY THE INSTRUCTOR.

ANOTHER STUDENT WOULD SPEAK FIRST. YOU GET IN FIRST; YOU GET YOUR CHANCE TO COMMENT BEFORE EVERYONE ELSE. YOU HAVE DONE YOUR PARTICIPATION PART AND YOU WILL GET YOUR PARTICIPATION MARKS.

OR ONE STUDENT MONOPOLIZED THE CONVERSATION. SO ONCE HE GOT THE FLOOR, HE WOULDN'T GIVE IT UP. HE WOULD GO ON FOR FIVE, TEN MINUTES. NOW, BELIEVE ME, THIS DOES NOT MAKE A PERSON POPULAR. PEOPLE DON'T WANT SOMEBODY TO MONOPOLIZE AND TALK ABOUT THREE OR FOUR DIFFERENT TOPICS. BUT, OF COURSE, IT WASN'T MY JOB TO TELL HIM THAT.

OR POSITION THE SELF TO THE BEST AUDIO/VISUAL PLACE. HARD OF HEARING PEOPLE ARE ALWAYS LOOKING IN A ROOM AND TRYING TO DECIDE WHERE TO SIT THAT'S THE BEST POSITION.

IN FACT, DEB AND I WENT OUT FOR SUPPER BEFORE COMING HERE, AND I WAS VERY ASSERTIVE IN EXACTLY WHERE I WANTED TO SIT. IT HAD TO BE A BOOTH BY THE WINDOW. NOT THAT TABLE, NOT THAT TABLE, BUT YES, THAT TABLE.

AND WE WERE VERY FORTUNATE BECAUSE THIS WAS AROUND 4:30, SO IT WAS PRETTY QUIET. BUT BY ABOUT 6 O'CLOCK, IT WAS ALMOST IMPOSSIBLE TO HEAR. SO TIMING ALSO WAS IMPORTANT THERE.

SOME STUDENTS WOULD ACTUALLY GO UP TO THE INSTRUCTOR AND POINT OUT THEY WERE HARD OF HEARING AND ASK THE INSTRUCTOR TO INTERVENE, TO ASSIST. BUT THE PROBLEM WITH THAT IS THAT OFTEN THE INSTRUCTOR WOULD FORGET TO DO THIS. SO THEY WOULD BE GOOD FOR A WHILE AND THEN LAPSE BACK INTO USUAL PATTERNS OF COMMUNICATION.

OR ANOTHER STRATEGY IS FOR A STUDENT TO TELL CLASSMATES ABOUT BEING HARD OF HEARING AND ASK FOR COOPERATION IN BEING ABLE TO BE A PARTICIPANT. BUT THAT DIDN'T REALLY WORK UNLESS THE TEACHER

WAS ALSO INVOLVED BECAUSE, AGAIN, PEOPLE ALL REVERTED BACK TO JUST NATURAL WAYS OF COMMUNICATING.

NOW, TEACHERS ARE ALSO ABLE TO DO SOMETHING. OR IF YOU'RE IN OTHER SETTINGS, THIS APPLIES TO OTHER COMMUNICATION SETTINGS.

SUMMARIZING RESPONSES, AND THAT INCLUDES BEING ABLE TO PARAPHRASE FOR THE HARD OF HEARING PERSON. BUT NOT JUST THE HARD OF HEARING PERSON; IT BENEFITS EVERYONE, WHAT HAS BEEN SAID BEFOREHAND.

IN PARTICULAR, IF YOU'RE GOING TO CALL UPON A STUDENT TO SPEAK, JUST GIVE THEM A BIT OF A CLUE AHEAD OF TIME INSTEAD OF JUST CALLING ON THE NAME. NOW, ON THE TOPIC OF THIS, WHAT DO YOU THINK, JOHNNY? SO THEY HAVE KIND OF AN IDEA OF WHAT'S EXPECTED OF THEM.

A ROLL CALL SYSTEM, MAKING IT VERY CLEAR TO THE CLASS WHAT THE RULES OF THE GAME ARE AND WHO WILL BE CALLED WHEN.

USE NON-VERBAL PARTICIPATION METHODS. SO IT DOESN'T ALL HAVE TO BE VERBAL PARTICIPATION. THERE CAN BE ALTERNATIVE WAYS OF COMMUNICATING.

SO THESE ARE SOME OF THE WAYS THAT WE CAN REDUCE THE KINDS OF IMPACT OF THE VISITOR ANALOGY BEING AT PLAY IN THE CLASSROOM, BUT ALSO IN OTHER VENUES.

NOW I WANT TO TURN TO THE TOPIC OF DISCLOSURE.

NOW, DISCLOSURE IS A SENSITIVE TOPIC BECAUSE IT'S A VERY PERSONAL DECISION BY THE INDIVIDUAL WHO HAS A HEARING LOSS WHETHER OR NOT TO DISCLOSE. BUT OBVIOUSLY FOR OTHER PEOPLE, IT'S

DIFFICULT FOR THEM TO BE ABLE TO KNOW HOW TO COMMUNICATE AND USE STRATEGIES UNLESS THEY KNOW THAT WE HAVE A HEARING LOSS.

SO FROM THE POINT OF VIEW OF OTHERS BEING ABLE TO BE EFFECTIVE COMMUNICATION PARTNERS, IN A SENSE WE WHO ARE HARD OF HEARING HAVE AN OBLIGATION TO DISCLOSE.

FROM MY EXPERIENCE WITH INTERVIEWING THE 14 HARD OF HEARING STUDENTS, I FOUND THAT THEY TENDED TO DISCLOSE TO THE INSTRUCTOR BUT NOT TO THEIR CLASSMATES.

AND I THINK THAT'S QUITE UNDERSTANDABLE, BECAUSE THEY WERE EXPECTING THAT THEY WOULD GET MORE OF THEIR INFORMATION FROM THE INSTRUCTOR. THE INSTRUCTOR WAS ON A NEED-TO-KNOW BASIS. BY COMMUNICATING TO THE WHOLE CLASS, WITHOUT IT BEING SOMETHING THAT IS ALREADY SET UP AS A STRATEGY BY THE TEACHER, IT WOULD BE VERY DIFFICULT FOR A STUDENT TO FEEL CONFIDENT ABOUT DOING IT ON THEIR OWN.

I CAN EVEN LOOK BACK TO MY OWN EXPERIENCE WHERE DOING THAT WOULD HAVE INTIMIDATED ME. AND CERTAINLY IN THOSE DAYS I WAS PROBABLY LESS ASSERTIVE THAN I AM NOW, AND THOSE WERE DAYS BEFORE THERE WAS REALLY VERY MUCH AWARENESS OF THE NATURE OF HEARING LOSS.

I THINK THERE ARE SOME CONTEXTS WHERE DISCLOSURE IS NOT GOING TO BE A BENEFIT TO A PERSON WHO IS HARD OF HEARING. THAT SITUATION WILL BE APPLYING FOR A JOB. LET'S BE FRANK.

FROM MY OWN EXPERIENCE, I HAVE ALWAYS FOUND THAT IF I SELF-DECLARE I AM HARD OF HEARING, I NEVER HEAR BACK. SO I HAVE

LEARNED TO TAKE THAT OFF MY APPLICATION. WHEN I'M ACTUALLY IN THE INTERVIEW SITUATION, THAT'S WHEN I FEEL CONFIDENT ABOUT DISCLOSING, AND I WILL ALSO HAVE A CHANCE TO DISCUSS WHAT KIND OF TOOLS AND AIDS I CAN USE THAT ENABLE ME TO FUNCTION IN THE JOB AND CONVINCED THE EMPLOYER THAT I CAN PERFORM THE WORK.

I'M OFTEN ASKED THE QUESTION ABOUT DISCLOSURE BY OTHER STUDENTS, WHETHER THEY'RE HARD OF HEARING OR STUDENTS WHO HAVE A DISABILITY, BECAUSE I ALSO WORK AT A UNIVERSITY IN A JOB AS A DISABILITY COORDINATOR. I WORK NOT ONLY WITH HARD OF HEARING STUDENTS, BUT STUDENTS WITH ALL TYPES OF DISABILITY.

USUALLY I ALLOW THE STUDENT TO THINK ABOUT IT. IS IT GOING TO HELP YOU TO SELF-IDENTIFY? DO YOU THINK THAT THIS WILL ENHANCE YOUR CHANCES OF GETTING AN INTERVIEW? DOES THE EMPLOYER ADVERTISE THAT THEY ARE INTERESTED IN HIRING INDIVIDUALS WITH A DISABILITY? IN THAT CASE, WILL IT BE TO YOUR BENEFIT TO SELF-DECLARE? OR DO YOU THINK IT'S MORE TO YOUR BENEFIT TO WAIT UNTIL YOU HAVE BEEN CALLED IN FOR AN INTERVIEW AND AT THAT POINT SELF-DECLARE?

SO IT'S A SERIES OF QUESTIONS. BUT IT COMES BACK TO IS IT BENEFICIAL OR NOT BENEFICIAL TO DISCLOSE.

THE WHOLE ISSUE OF DISCLOSURE IS NOT JUST ABOUT TELLING OTHER PEOPLE YOU HAVE A HEARING LOSS, BUT IT'S ALSO ABOUT ARE YOU GOING TO USE THE SUPPORTS AND SERVICES NEEDED THAT WILL ENABLE YOU TO FUNCTION BETTER IN SOCIETY.

SO I'M A MEMBER OF -- WHEN I, FOR EXAMPLE, USED AN F.M.

SYSTEM IN A JOB INTERVIEW, THE PERSON INTERVIEWING SAID, YOU NEED TO USE THAT? AND IT WAS A PUBLIC RELATIONS JOB. I DIDN'T GET IT, AND I'M PRETTY SURE THAT I DIDN'T GET IT BECAUSE THEY WERE SCARED BY THE F.M. SYSTEM.

NOW, THAT WAS A LITTLE WHILE AGO, BUT I STILL THINK THAT THOSE KINDS OF DYNAMICS ARE AT PLAY.

AND AGAIN, I THINK IF I WERE DOING IT AGAIN, I WOULD BE MORE ASSERTIVE AND SAY THAT I'M USING THIS F.M. SYSTEM. IT REALLY DOES HELP ME TO HEAR. I CAN DO THE JOB, BLAH, BLAH, BLAH.

SO DISCLOSURE DOES INVOLVE RISKS IN ANOTHER WAY, AND THAT IS THAT SENSE OF BEING TREATED DIFFERENTLY. WE ALL WANT TO BE TREATED THE SAME AS EVERYONE ELSE, AND WE DON'T WANT TO BE PATRONIZED OR TALKED TO IN A WAY THAT -- I HAVE OFTEN FOUND THAT SOMETIMES WHEN PEOPLE FIND OUT THAT I AM HARD OF HEARING, THEY WILL BEGIN TO SLOW DOWN THEIR SPEECH AND TALK TO ME AT A PACE THAT REALLY IS ACTUALLY WORSE THAN IF THEY WERE JUST TALKING AT A NORMAL RATE. BECAUSE I LIP READ WHEN IT'S AT A NORMAL RATE. BUT THERE IS ALSO THAT SENSE THAT THEY DON'T FULLY TREAT ME AS AN EQUAL. IT'S VERY SUBTLE. IT'S NOT INTENTIONAL, BUT IT IS THERE.

OR SOMETIMES THERE CAN BE THAT PITY FACTOR. OH, YOU POOR THING. YOU'RE HARD OF HEARING. WELL, I DON'T FEEL THAT WAY. I DON'T FEEL THAT I'M A POOR THING. SO IT COMES FROM A GOOD PLACE, THE WHOLE PITY THING, BUT IT'S -- WE DON'T WANT TO BE CONSIDERED IN THAT WAY.

SO DISCLOSURE DOES BRING OUT SOME OF THOSE DYNAMICS.

I WANT TO MOVE ON NOW TO TALK ABOUT DISCLOSURE AND THAT ISSUE IN A COUNTRY THAT ISN'T LIKE OURS, WHERE THERE HAS BEEN A LOT OF PROGRESS MADE IN TERMS OF DISABILITY AWARENESS, RECOGNIZING THE RIGHTS OF PEOPLE WITH DISABILITIES.

IN SOME OTHER PARTS OF THE WORLD, THEY ARE JUST EMBARKING ON THAT JOURNEY. AND AS I MENTIONED EARLIER, I WAS IN KENYA RECENTLY. A COLLEAGUE OF MINE WAS ALSO THERE FROM THE UGANDA HARD OF HEARING ASSOCIATION, AND HE DID A PRESENTATION. AND IN HIS PRESENTATION, HE TALKED ABOUT THE STIGMA OF HEARING LOSS IN HIS COUNTRY AND HIS EXPERIENCE. SO THESE ARE SOME OF HIS POINTS.

PRIORITY IS PLACED ON HEARING BOYS. IT'S NOT ON HEARING GIRLS AND BOYS, BUT HEARING BOYS IN THAT CULTURE.

WIVES ARE ABANDONED BY THE FATHER IF THEY HAVE A CHILD WHO IS HARD OF HEARING. NOT IN ALL CASES, BUT IN SOME CASES.

DEAFNESS IS CONSIDERED A CURSE IN THEIR CULTURE.

AND FAMILIES, THEY FEEL THAT IT'S A WASTE OF MONEY TO SPEND MONEY ON A HARD OF HEARING CHILD.

AS YOU CAN SEE, THESE ARE PARTICULARLY DEVASTATING IMPACTS FOR DISCLOSING YOU ARE HARD OF HEARING. SO IN MANY CULTURES IN DIFFERENT COUNTRIES, FAMILIES DO NOT ADMIT TO EVEN OTHER FAMILY MEMBERS THAT THEY HAVE SOMEONE WHO IS HARD OF HEARING OR ANOTHER DISABILITY.

IN MY JOB AS A DISABILITY COORDINATOR, OFTEN I FIND THAT THERE ARE STUDENTS WHO COME FROM OTHER COUNTRIES WHO HAVE NEVER BEEN ABLE TO DISCLOSE TO ANYONE ELSE THAT THEY ARE HARD OF

HEARING. THEIR FAMILIES WON'T EVEN ALLOW THEM TO GET A HEARING AID, AND THIS IS INTERNATIONAL STUDENTS WHO ARE STUDYING HERE IN CANADA. AND THEY WANT TO BE ABLE TO DO IT, BUT THEY FEEL THAT PRESSURE FROM THE FAMILY.

SO WE HAVE A LOT OF WORK TO DO INTERNATIONALLY IN RAISING AWARENESS AND OVERCOMING THESE PROBLEMS.

ONE OF THE BARRIERS THAT IS ENCOUNTERED, WHICH WE ALSO ENCOUNTER IN DEVELOPING COUNTRIES -- OR DEVELOPED COUNTRIES SUCH AS CANADA, IS THE HIGH COST OF HEARING AIDS. SO HEARING AIDS ARE VERY EXPENSIVE. AND IN THESE PARTICULAR COUNTRIES, THERE ARE INCOMES THAT IT WOULD COST THE INCOME OF A YEAR TO BE ABLE TO AFFORD TO BUY A HEARING AID. WHEN YOU NEED TO PUT FOOD ON THE TABLE, IT'S NOT AN AFFORDABLE PROPOSITION FOR MANY OF THOSE FAMILIES.

STATISTICALLY, LESS THAN ONE-THIRD OF PERSONS WHO COULD BENEFIT FROM WEARING A HEARING AID ACTUALLY DO SO, EVEN IN DEVELOPED COUNTRIES. SO WE HAVE PROBLEMS WITH PEOPLE GETTING THE KIND OF HELP AND SUPPORT THAT THEY NEED. IT'S A COMPLICATED MATTER ASSOCIATED WITH THE STIGMA OF HEARING LOSS, WITH THE LACK OF AWARENESS, AND A LITTLE BIT OF STILL SOME CULTURAL BARRIERS.

NOW, AT THIS POINT I THINK IT WOULD BE A GOOD SEGUE TO GO INTO THE INTERNATIONAL WORK. AND I WANT TO START OFF BY SAYING THAT THE CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES THAT WAS ADOPTED IN 2009 HAS BEEN A TREMENDOUS IMPETUS FOR RAISING THE PROFILE OF PEOPLE WITH DISABILITIES, AND IT'S AN

OPPORTUNITY THAT THE DISABILITY COMMUNITY IS USING TO BRING ABOUT CHANGES FOR THEIR COMMUNITY.

SO THIS DECLARATION WAS INITIALLY SIGNED IN 2006, AND THEN IT WAS RATIFIED IN -- ACTUALLY IT WAS 2008. THERE ARE 39 ARTICLES IN THE CONVENTION ALL TOGETHER.

SO THE COMMUNITY THAT I AM INVOLVED WITH, THE HARD OF HEARING COMMUNITY, IS PART OF THE INTERNATIONAL DISABILITY COMMUNITY. AND IT'S TO OUR BENEFIT TO BE PART OF THIS COMMUNITY BECAUSE WE'RE ABLE TO USE OUR RESOURCES TOGETHER TO PREPARE DOCUMENTS AND BE PART OF A DELEGATION TO THE U.N. SYSTEM. IT WOULD NOT BE POSSIBLE FOR ONE ORGANIZATION TO DO IT ALONE. AND WE ARE ALSO ABLE TO FEED OFF OF EACH OTHER'S IDEAS AS TO STRATEGIES AND THE APPROPRIATE WAY TO APPROACH THINGS.

SO THE CONVENTION HAS BEEN ADOPTED, AND THERE IS A WHOLE EDUCATION PROCESS ABOUT IMPLEMENTING THESE 39 ARTICLES IN THE CONVENTION.

AT THIS POINT IN TIME THERE IS ALSO A BIG PUSH TO DEVELOP NEW GOALS IN PLACE OF THE PREVIOUS MILLENNIUM GOALS OF THE U.N. SYSTEM.

SORRY, THAT'S A WORD THAT'S A LITTLE DIFFICULT FOR ME.

SO THOSE TEN-YEAR GOALS HAVE ALREADY BEEN AT AN END, AND THERE WILL BE A NEW SET OF GOALS FOR THE NEXT TEN-YEAR PERIOD.

IN THE PREVIOUS CYCLE, THE DISABILITY COMMUNITY WAS NOT INVOLVED. WE ARE NOW SEEKING TO BE INVOLVED IN THE NEXT TEN-YEAR PERIOD BECAUSE WE WANT TO MAKE SURE THAT DISABILITY DOESN'T GET

LEFT OUT OF THE PROCESS.

IN FACT, OUR COMMUNITY IS THE MOST INVOLVED. I JUST RECEIVED TODAY AN E-MAIL ABOUT OPPORTUNITIES FOR PARTICIPATION, WHICH THEY ARE PAYING ATTENTION TO. SO THERE ARE ALL THESE ONLINE FORUMS THAT OUR MEMBERS CAN TAKE PART IN.

IF YOU HAVE THE OPPORTUNITY TO DO THAT, I INVITE YOU TO DO THAT. IT IS NOT RESTRICTED TO PEOPLE WHO ARE IN ROLES SUCH AS MYSELF WITH MY ORGANIZATION. IT IS OPEN TO ANYBODY FOR FEEDBACK BECAUSE THEY WANT TO HEAR FROM EVERYONE.

NOW, AS PART OF THE INTERNATIONAL DISABILITY COMMUNITY, WE ARE A MEMBER OF WHAT IS CALLED THE INTERNATIONAL DISABILITY ALLIANCE. IT'S AN INTERNATIONAL ORGANIZATION OF 8 INTERNATIONAL ORGANIZATIONS ON SPECIFIC DISABILITY CATEGORIES, SUCH AS THE HARD OF HEARING, THE DEAF, DEAF/BLIND, SURVIVORS OF PSYCHIATRY, OF REHABILITATION. USED TO BE PART OF THAT PROCESS BUT LEFT BECAUSE THEY ARE A SERVICE AGENCY. WE ALSO HAVE THE DOWN SYNDROME INTERNATIONAL AND INCLUSION INTERNATIONAL AS PART OF THE 8.

AND THEN WE HAVE 4 REGIONAL NETWORKS THROUGHOUT THE WORLD. WE HAVE REGIONAL NETWORKS IN SOUTH AMERICA, ASIA, EUROPE, AND THE MIDDLE EAST. AND WITH THE RECENT WORK IN AFRICA, WE HOPE TO HAVE AN AFRICAN REGIONAL NETWORK JOIN US IN THE NEAR FUTURE.

SO THE INTERNATIONAL FEDERATION OF THE HARD OF HEARING TAKES A TWIN-TRACK APPROACH. WE WORK THROUGH THE INTERNATIONAL DISABILITY ALLIANCE AND WITH THEM DEVELOP POSITION PAPERS WITH OUR INPUT. BUT WE ALSO HAVE DIRECT REPRESENTATION OURSELVES. WE

HAVE STATUS WITHIN THE U.N. SYSTEM AS A MEMBER, SO WE HAVE MADE DIRECT REPRESENTATIONS ON ISSUES SUCH AS ACCESSIBILITY AND EDUCATION. WE RECENTLY ADOPTED AN EDUCATION POLICY PAPER, WHICH WILL BE UP ON YOUR WEBSITE SHORTLY.

OUR PRIORITY AREAS IN TERMS OF ALL OF THESE 39 ARTICLES OF THE CONVENTION ARE ACCESSIBILITY, EMPLOYMENT, HEALTHCARE, AND HUMAN RIGHTS. WHEN YOU HAVE SUCH A BROAD-RANGING DOCUMENT, YOU HAVE TO HONE IN ON WHAT YOU THINK ARE THE IMPORTANT ISSUES FOR YOUR COMMUNITY.

NOW, AS PART OF THE CONVENTION, IT GIVES US AN OPPORTUNITY TO BE ABLE TO INFLUENCE NATION STATES AS TO WHAT HAPPENS IN THE DISABILITY COMMUNITY WITHIN A NATION. EACH MEMBER THAT HAS SIGNED THE CONVENTION IS REQUIRED TO PRESENT A REPORT. AT THE SAME TIME, THE DISABILITY COMMUNITY IS EXPECTED TO DEVELOP ITS OWN REPORT.

NOW, AS YOU CAN IMAGINE, GOVERNMENT'S REPORTS WILL BE ABOUT THE WONDERFUL THINGS THEY ARE DOING, AND THEY WON'T NECESSARILY COMMENT ABOUT ALL THE THINGS THAT THEY ARE NOT DOING. SO THAT'S WHERE THE DISABILITY COMMUNITY'S REPORT IS EXTREMELY IMPORTANT.

THESE REPORTS GO TO A COMMITTEE CALLED THE COMMITTEE ON THE CRPD. IT'S A COMMITTEE THAT REVIEWS ALL THE REPORTS AND COMMENTS ABOUT THE STATUS OF THE REPORT. THIS IS A FULL-FLEDGED TREATY BODY WHICH HAS THE ABILITY TO SAY TO COUNTRIES LIKE CANADA OR OTHER COUNTRIES, WE'VE READ YOUR REPORT. WE THINK YOU NEED TO WORK ON THIS OVER THE NEXT FEW YEARS, BLAH, BLAH, BLAH.

SO IT CAN BE QUITE POWERFUL.

THEN IT WILL BE UP TO THE DISABILITY COMMUNITY TO TAKE THAT FEEDBACK AND MONITOR THE GOVERNMENT AND COMMENT ABOUT WHETHER OR NOT THEY HAVE FULFILLED THE EXPECTATIONS THAT THEY SHOULD BE LIVING UP TO.

IFHOH IS ALSO INVOLVED WITH OTHER U.N. AGENCIES, AND ONE OF THE MOST IMPORTANT FOR US IS THE WORLD HEALTH ORGANIZATION. SO WE ARE INVOLVED IN A PROJECT TO DEVELOP LOW-COST QUALITY HEARING AIDS FOR INDIVIDUALS IN LOW- AND MIDDLE-INCOME COUNTRIES. THIS INCLUDES MANUFACTURERS, AUDIOLOGISTS. AND WE HAVE HAD MANUFACTURERS IDENTIFY TO US THAT HEARING AIDS AT THE MANUFACTURING STATE COST A LOT LESS THAN THEY DO WHEN WE BUY THEM HERE ACROSS THE COUNTER.

WE'RE DEVELOPING A PROTOCOL OF WHAT SHOULD BE THE QUALITY OF HEARING AIDS. AND FROM A CONSUMER PERSPECTIVE, I HAVE GIVEN THE INPUT OF IFHOH ON WHAT WE EXPECT TO HAVE IN HEARING AIDS.

I WOULD LIKE TO MAKE ONE COMMENT ABOUT HEARING AIDS. IT IS NOT NECESSARILY THE CASE THAT THE MORE EXPENSIVE THE HEARING AID, THE BETTER. THIS IS A FALLACY. HEARING AIDS DON'T HAVE TO BE EXPENSIVE TO BE OF GOOD QUALITY AND GIVE THE PERSON WHAT THEY NEED.

BUT HEARING AIDS ARE NOT ALWAYS THE BE ALL AND END ALL, AND WE HAVE TO ALSO MANAGE EXPECTATIONS BECAUSE THEY CAN'T -- THEY CAN'T MAKE ME HEAR SOMEONE AT THE BACK OF THE ROOM. THE ONLY WAY I CAN HAVE ACCESS TO SOMEONE SPEAKING IN THE BACK OF THIS ROOM

WILL BE EITHER THROUGH AN ASSISTIVE LISTENING DEVICE, WHICH WOULD BE LIKE AN F.M. TRANSMITTER TO MY RECEIVER -- WHICH I'M PRESENTLY NOT WEARING, BUT OFTEN I DO -- OR IT WILL BE THROUGH LOOKING AT THE CAPTIONING, WHICH IS WHAT I WILL BE DOING DURING THE QUESTION PERIOD.

WE ARE ALSO WORKING WITH ANOTHER PART OF W.H.O. AND UNICEF ON ASSISTIVE TECHNOLOGY. THIS INCLUDES DEVICES LIKE F.M. SYSTEMS. IT SHOULD NEVER BE THAT WE FOCUS ONLY ON HEARING AIDS FOR PEOPLE WHO ARE HARD OF HEARING. WE NEED ALSO TO LOOK BROADER AT OTHER TECHNOLOGY AND OTHER SUPPORTS, WHICH ALSO INCLUDES CAPTIONING SUPPORT. AND WE ARE STRONG ADVOCATES IN PROMOTING CART SERVICES OR OTHER FORMS OF CAPTIONING THROUGHOUT THE WORLD.

I WANT TO GO BACK TO A PARTICULAR SLIDE.

OKAY. INTERNATIONAL HARD OF HEARING AWARENESS DAY. THIS IS NOT NECESSARILY AN EASY THING TO ACCOMPLISH. UNITED NATIONS HAS ABOUT 130 INTERNATIONAL DAYS ALREADY DECLARED.

BUT THE GOOD NEWS IS THAT THERE ARE 200 DAYS THAT HAVEN'T BEEN DECLARED. SO WE HOPE TO GET ONE OF THEM. WE'RE SURVEYING OUR MEMBERS TO GET AGREEMENT AS TO WHAT THAT DAY MAY BE.

THERE IS A LOT OF HEARING AWARENESS DAYS GOING ON OR WEEKS THROUGHOUT DIFFERENT COUNTRIES, BUT THEY ARE USUALLY ON DIFFERENT MONTHS OF THE YEAR, LET ALONE DIFFERENT DAYS.

SO COMING UP WITH THE PERFECT DAY MAY BE A BIT OF A CHALLENGE, AND IT MAY HAVE TO BE THE BEST SOLUTION. AND ALSO WHEN THE U.N. AGREES.

IT IS NOT THAT OUR ORGANIZATION CAN GO DIRECTLY TO THE GENERAL ASSEMBLY AND SAY ADOPT THIS DAY. WHAT HAS TO HAPPEN IS THAT WE HAVE TO GO TO OUR COUNTRY REPRESENTATIVES, THE GOVERNMENT OF CANADA, AND GET THEM TO GO TO THE U.N. AND SAY THAT THE HARD OF HEARING NEED GREATER AWARENESS. THEY HAVE TO BE CONVINCED THAT OUR CASE STATEMENT IS STRONG.

I DID ACTUALLY HAVE THE OPPORTUNITY TO TALK TO SOME CANADIAN GOVERNMENT OFFICIAL IN NEW YORK ABOUT ADOPTING SUCH A DAY, AND THE ADVICE I WAS GIVEN IS THAT, WELL, THEY DON'T REALLY LIKE TO DO THIS ANYMORE BECAUSE THERE'S SO MANY DAYS, BLAH, BLAH, BLAH.

BUT THE ONE WAY TO GET IT IS TO HAVE A MINISTER WHO IS PASSIONATE ABOUT YOUR ISSUE PUSHING FOR IT. SO SOME COUNTRIES MAY HAVE THAT APPROACH.

BUT WE HAVE GOT ALREADY COMMITMENT FROM SEVERAL COUNTRIES WHERE WE HAVE CONTACTS THAT, YES, THEY WILL PUT IT FORTH. AND I HOPE THAT CANADA WILL BE ONE OF THEM.

THE REASON WE THINK IT'S IMPORTANT IS THAT WE WANT TO USE THAT TO GALVANIZE OUR COMMUNITY AROUND THE WORLD TO RAISE AWARENESS ABOUT HEARING LOSS. I THINK THAT THIS IS A JOB THAT WE'RE ALWAYS GOING TO HAVE TO DO DESPITE THE AMOUNT OF PROGRESS WE MAKE BECAUSE, AGAIN, IT'S AN INVISIBLE LOSS AND THERE'S NEW PEOPLE WHO DON'T UNDERSTAND THE NATURE OF THE LOSS. SO WE HAVE AN OBLIGATION TO TRY TO EXPLAIN AND GIVE THEM THE TOOLS SO THEY WILL BE ABLE TO BE EFFECTIVE IN COMMUNICATING WITH US AND PROVIDING THE HELP WE NEED.

AS AN ORGANIZATION, WE'VE ALSO DEVELOPED THE UNITED NATIONS TOOLKIT. THE CONVENTION IN THE 39 ARTICLES TENDS TO BE FAIRLY GENERAL IN ITS STATEMENT, SO WHAT WE HAVE DONE IS WE HAVE TAKEN THE STATEMENTS, AND WE HAVE APPLIED IT SPECIFICALLY TO THE HARD OF HEARING COMMUNITY IN TERMS OF WHAT DOES THIS MEAN FOR OUR COMMUNITY.

THIS IS PARTICULARLY IMPORTANT SO THAT THIS GUIDE CAN BE USED BY MEMBERS IN THEIR OWN COUNTRIES WHEN IT COMES TO EVALUATING THE WORK OF GOVERNMENT AND LOOKING AT IT. DO THEY DO SOMETHING ABOUT HEARING AIDS? DO THEY HAVE AN EDUCATIONAL SYSTEM THAT IS INCLUSIVE, WHERE THERE IS CAPTIONING, ASSISTIVE LISTENING TECHNOLOGY?

AND THE LAST BULLET ON THIS SLIDE IS ABOUT ORGANIZATIONAL CAPACITY-BUILDING BECAUSE HARD OF HEARING PEOPLE WHO ARE IN DIFFERENT COUNTRIES NEED TO CONNECT TOGETHER WITH OTHER HARD OF HEARING INDIVIDUALS. SO WE NEED TO CONTINUE TO BUILD OUR CAPACITY FOR THE PURPOSE OF SUPPORTING EACH OTHER.

AS MY COLLEAGUE IN UGANDA, RECENTLY COLLEAGUES THAT I MET FROM NEPAL -- THE NEPAL MEMBER IS CURRENTLY NOT A MEMBER, BUT HE IS LOOKING TO BECOME A MEMBER OF OUR ORGANIZATION. WE ARE ALSO LOOKING TO REDUCE OUR MEMBERSHIP FEE BY HALF TO REDUCE SOME OF THE BARRIER TO BEING INVOLVED THAT COST MIGHT PROVIDE.

AND WE ARE ENGAGED IN WORKING WITH INTERNATIONAL DEVELOPMENT AGENCIES TO INITIATE SPECIFIC PROJECTS IN COUNTRIES SO THAT ON THE GROUND THERE WILL BE SPECIFIC SERVICES THAT MEET THE NEEDS OF

THE HARD OF HEARING INDIVIDUAL. SO WHILE WE'RE DEALING WITH IT AS A POLICY LEVEL AT THE U.N., WE'RE ALSO DEALING WITH THE INTERNATIONAL WORK IN A VERY CONCRETE WAY BY WORKING WITH INDIVIDUALS ON THE GROUND.

AND NOW I WANT TO EXPRESS SOME PRIDE IN THE AGREEMENT THAT COLIN ALLEN REPRESENTING THE WORLD FEDERATION OF THE DEAF AND MYSELF REPRESENTING THE INTERNATIONAL FEDERATION OF THE HARD OF HEARING SIGNED AT THE SYDNEY WORLD FEDERATION OF THE DEAF CONFERENCE IN OCTOBER 2013. IT WAS A HISTORIC OCCASION, AND I FELT SO WELCOMED AS A HARD OF HEARING PERSON, NOT ONLY DURING THE SIGNING OF THE DOCUMENT, BUT ALSO THROUGHOUT THE ENTIRE CONFERENCE WHICH WAS FOCUSED ON HUMAN RIGHTS AND THE CONVENTION ON THE RIGHTS OF PEOPLE WITH DISABILITIES.

WHEN THAT DOCUMENT WAS SIGNED, EVERYONE'S HANDS WENT UP LIKE THAT. IT WAS JUST A GREAT FEELING.

AT THE INTERNATIONAL LEVEL, WE HAVE ALWAYS, AT LEAST IN MY TIME, WORKED EFFECTIVELY TOGETHER, THE DEAF AND THE HARD OF HEARING LEADERS. WE SUPPORT EACH OTHER IN OUR MEETINGS. WE MAKE SURE THAT EACH OTHER'S ISSUES ARE ATTENDED TO. WE DO NOT HAVE CONFLICT.

AND WE HOPE THAT THIS GOAL IS ACHIEVED AT NATIONAL AND MORE LOCAL LEVELS. I THINK IT COMES WITH MATURITY, OF RECOGNIZING THAT THERE'S A LOT THAT WE HAVE IN COMMON AND WE RESPECT EACH OTHER'S DIFFERENCES.

SO ON TERMINOLOGY, WE RESPECT THAT OUR COMMUNITY IS CALLED

THE HARD OF HEARING COMMUNITY AND THE DEAF COMMUNITY IS THE DEAF COMMUNITY. WE DO NOT USE THE TERM HEARING IMPAIRED BECAUSE IT'S NOT CLEAR WHAT WE'RE TALKING ABOUT.

AREAS OF COOPERATION. FOR BOTH COMMUNITIES, THE ISSUE OF CAPTIONING IS EXTREMELY IMPORTANT, AND WE DO NOT HAVE A UNIVERSAL SET OF STANDARDS. SO IMAGINE IF THERE WERE AN EVENT AT THE MAGNITUDE OF A NELSON MANDELA FUNERAL, IF WE HAD HAD A CAPTIONIST THERE, WHAT KIND OF CAPTIONIST THAT WE WOULD HAVE HAD? EXCEPT THAT EVERYBODY WOULD HAVE KNOWN WHETHER OR NOT THE ENGLISH WAS PROPER.

AND I HAVE HAD THE EXPERIENCE OF GOING TO AN INTERNATIONAL MEETING THAT HAS BEEN SPONSORED BY HIGH-LEVEL ORGANIZATIONS WHERE THE CAPTIONING IS -- I HATE TO SAY IT, BUT WAS TOTALLY USELESS BECAUSE IT WAS SO INACCURATE. AND IN THAT CASE, THEY WOULD HAVE BEEN BETTER SERVED NOT TO HAVE IT. AND NOW WHEN I GO TO MEETINGS, I INSIST THAT THE CAPTIONING BE OF WELL-QUALIFIED INDIVIDUALS, AND I GIVE THEM A LIST OF NAMES.

BUT THERE ARE DIFFERENT CAPTIONING STANDARDS THROUGHOUT THE WORLD, AND WE WILL BE WORKING ON A PROJECT NOT ONLY WITH THE WORLD FEDERATION OF THE DEAF, BUT WE HAVE ALSO HEARD FROM THE CAPTIONING ORGANIZATION THAT THEY WANT TO BE INVOLVED. AND RIGHTLY SO BECAUSE THEY ARE PARTNERS IN THIS PROCESS.

JUST ON A SIDENOTE, COLIN ALLEN AND I ARE BOTH ON THE BOARD FOR THE INTERNATIONAL DISABILITY ALLIANCE, AND HE IS THE FIRST VICE-PRESIDENT AND I AM THE SECOND VICE-PRESIDENT. SO I THINK

THAT'S PRETTY COOL TO HAVE THE TWO OF US IN TOP LEADERSHIP POSITIONS IN THAT ORGANIZATION.

AND I PREFER THAT. IT DOES MEAN A LITTLE MORE WORK, BUT IT MEANS GREATER OPPORTUNITY TO INPUT INTO THE WORK THAT GOES ON WITH THE ORGANIZATION.

SO I WANT TO CLOSE THIS TALK BY JUST SUMMARIZING THE THEMES OF THE LACK OF VISIBILITY OF HARD OF HEARING IS A CHALLENGE, AND IT NEEDS TO BE ADDRESSED BOTH INDIVIDUALLY AND AT THE ORGANIZATIONAL LEVEL.

AND WE'RE ONE OF THE MAJOR CATEGORIES OF DISABILITY ON THE PLANET. THERE ARE OVER 300 MILLION PEOPLE WHO HAVE A HEARING LOSS. THERE ARE AN ESTIMATED 1 BILLION PEOPLE WITH A DISABILITY. SO ALMOST ONE-THIRD OF ALL OF THE PEOPLE ON THE PLANET THAT ARE CONSIDERED TO BE IN THE DISABILITY CATEGORY ARE HARD OF HEARING OR DEAF.

WE ARE FINDING OUR PLACE IN THE INTERNATIONAL COMMUNITY, ENFORCING OUR SPECIFIC NEEDS SO THEY WILL BE MET. THE DISABILITY COMMUNITY USES A SLOGAN CALLED *NOTHING WITHOUT US ABOUT US*. FOR US, I WOULD LIKE TO SAY THE SLOGAN MEANS NOTHING ABOUT US WITHOUT THE HARD OF HEARING AND DEAF TOO.

THANK YOU.

(Applause)

Dr. Debra Russell: THANK YOU SO MUCH. THAT WAS WONDERFUL.
WE HAVE A TRADITION IN OUR LECTURE SERIES OF ASKING ONE OF

AND IT'S ALWAYS BEEN A CHALLENGE TO ME. HOW DO YOU SUPPOSE WE CAN GET EVERYBODY ON BOARD? WHY ARE THE HARD OF HEARING NOT COMING TOGETHER AND HAVING A STRONG VOICE IN WANTING TO MAKE CHANGE AND WANTING TO MAKE ACCOMMODATION?

I DON'T KNOW WHAT TO DO ANYMORE, RUTH. DO YOU HAVE SOME SUGGESTIONS?

Dr. Ruth Warick: YOU KNOW, I THINK THAT WE NEED TO FOCUS ON THE PEOPLE WHO ARE LIKE YOU AND I AND ARE COMMITTED. AND THERE ARE YOUNGER PEOPLE THAT ARE COMING ON STREAM WHO ARE COMMITTED, TOO. ONE OF THE STRATEGIES, OF COURSE, THAT THE CANADIAN HARD OF HEARING ASSOCIATION HAS USED IS TO DEVELOP YOUNG PEOPLE AND INVOLVE THEM THROUGH A LEADERSHIP TRAINING PROGRAM. AND THE YOUNG PEOPLE ARE COMING UP INTO LEADERSHIP ROLES FOR OUR COMMUNITY.

I THINK THAT THE DYNAMICS OF BEING HARD OF HEARING IS THAT THERE ARE GOING TO BE SOME PEOPLE WHO WILL NOT BE INVOLVED ORGANIZATIONALLY. BUT YOU KNOW WHAT? EVEN FOR HEARING PEOPLE, NOT EVERYONE IS INTERESTED IN BEING AN ORGANIZER. SO WE JUST RECOGNIZE THAT WE'RE DOING THE WORK FOR THE BENEFIT OF EVERYONE AND TAKE ENJOYMENT IN KNOWING THAT THOSE WHO WANT TO BE INVOLVED ARE FULLY COMMITTED AND ARE MAKING PROGRESS.

Cindy Gordon: THAT'S ACTUALLY A VERY GOOD TIP TO REMIND ME, I GUESS. I WANT TO GET EVERYBODY ON BOARD. I GUESS I

HAVE TO REMEMBER THAT THE FEW ARE GETTING SOMETHING DONE.

SO I'M GOING TO OPEN THIS UP FOR QUESTIONS. I HAVE ANOTHER, BUT I WILL WAIT AND SEE. THERE IS A MIKE, AND WE ASK THAT YOU USE IT FOR THE BENEFIT OF EVERYONE. SO IF SOMEBODY WANTS TO COME TO THE FLOOR AND ASK A QUESTION. DON'T BE SHY. THIS IS YOUR CHANCE.

>>: DO I HAVE TO PRESS ANYTHING?

SO JUST A COMMENT TO WHAT YOU WERE SAYING ABOUT THE HARD OF HEARING COMING TOGETHER. I THINK THAT THE HARD OF HEARING DO HAVE A COMMUNITY AND THEY HAVE A TOGETHERNESS. I THINK IT'S OTHER ORGANIZATIONS THAT AREN'T NECESSARILY ON BOARD WITH THE HARD OF HEARING AND WORKING TOWARDS BEING MORE PROGRESSIVE AND ON THE INITIATIVES.

SO I SEE THAT THERE IS COMMUNITY AND PEOPLE ARE STANDING TOGETHER UNITED IF YOU'RE IN THAT STREAM. BUT IT'S WHEN YOU'RE NOT IN THAT STREAM, ARE WE REALLY LISTENING AND WORKING TOGETHER TO INTEGRATE?

Dr. Ruth Warick: EXCELLENT COMMENT. THANK YOU VERY MUCH.

>>: FIRST OF ALL, IT'S A PLEASURE MEETING YOU.

SO FROM OUR PERSPECTIVE IN THE DEAF COMMUNITY, ONE OF THE THINGS THAT WE'VE NOTICED IS MORE AND MORE CHILDREN DIAGNOSED

BEING RECOMMENDED FOR COCHLEAR IMPLANTS. WHAT IS YOUR VIEW ON THAT?

Dr. Ruth Warick: THE INTERNATIONAL FEDERATION OF THE HARD OF HEARING HAS A POSITION PAPER ON COCHLEAR IMPLANTS, AND IN THAT PAPER, IT DOES SUPPORT COCHLEAR IMPLANTS FOR YOUNG CHILDREN WHEN IT IS MEDICALLY RECOMMENDED AND THE PARENTS ARE AWARE OF ALL THE OPTIONS.

WITH RESPECT TO PEOPLE WHO ARE OLDER, ADULTS, OFTEN THEY ARE LATE DEAFENED, AND I THINK THERE IS NO QUESTION THAT FOR THAT COMMUNITY, OFTEN THE INDIVIDUAL WILL BENEFIT FROM COCHLEAR IMPLANTS. I HAVE MANY FRIENDS WHO ARE COCHLEAR IMPLANT USERS.

WHEN I WAS DOING MY DOCTORAL STUDIES, I ALSO HAD THE OPPORTUNITY TO READ UP ON THE LITERATURE AT THAT TIME ABOUT COCHLEAR IMPLANTS, AND THE LITERATURE THAT I READ WAS MOSTLY SUPPORTIVE ABOUT COCHLEAR IMPLANTS.

WE DO NEED TO CONTINUE TO DO THE RESEARCH, THOUGH, BECAUSE IT IS STILL A RELATIVELY NEW PROCEDURE, AND WE'RE STILL NEEDING TO FIND OUT THE INFORMATION ABOUT WHAT IS IT GOING TO BE THROUGHOUT THE ENTIRE LIFE-SPAN FOR SOMEBODY WHO HAD A COCHLEAR IMPLANT AS A VERY YOUNG CHILD TO THE AGE OF 75, 80. WE DON'T YET HAVE THAT BECAUSE COCHLEAR IMPLANTS HAVEN'T BEEN AROUND THAT LONG.

BUT I DO KNOW THAT THIS IS ONE OF THE ISSUES THAT THE HARD OF HEARING AND DEAF COMMUNITY DON'T AGREE ON NECESSARILY WHEN IT COMES TO COCHLEAR IMPLANTS FOR YOUNG CHILDREN, AND IT'S ONE OF

THOSE ISSUES, I THINK, THAT WE AGREE TO HAVE OUR DIFFERENT POINTS OF VIEW. BUT I THINK WE SHOULD ALWAYS ENGAGE IN A DIALOGUE, SHARE WITH EACH OTHER THE KIND OF RESEARCH THAT WE'RE READING AND THE KIND OF FINDINGS THAT WE'RE COMING UP WITH IN A PROGRESSIVE, POSITIVE WAY.

>>: AND IF I CAN CONTINUE WITH THAT THOUGHT.

IF I'M GOING TOO QUICKLY, INTERPRETERS, PLEASE SLOW ME DOWN.

SO I'M UNDERSTANDING THE DIFFERENCE BETWEEN WHEN WE'RE LOOKING AT COCHLEAR IMPLANTS FOR CHILDREN VERSUS ADULTS. THAT ASIDE, I THINK FROM THE DEAF PERSPECTIVE, THE ISSUE IS REALLY A BARRIER OF COMMUNICATION. IT'S NOT NECESSARILY NOT HAVING -- HAVING OR NOT HAVING A COCHLEAR IMPLANT, BUT SPECIFICALLY ABOUT THE BARRIER TO LANGUAGE.

SO LOOKING AT EVEN THE COST, FOR EXAMPLE, OF COCHLEAR IMPLANTS, THE COST ALONE OF COCHLEAR IMPLANTS COULD -- IF YOU COMPARE IT TO HEARING AIDS, YOU CAN PERHAPS DISSEMINATE OR HAND OUT MORE HEARING AIDS THAN THE -- TO EQUAL THE COST OF ONE COCHLEAR IMPLANT.

SO CAN YOU SPEAK TO THAT?

Dr. Ruth Warick: YES. THE HEARING AIDS DEFINITELY DO NOT COST THE SAME AS A COCHLEAR IMPLANT. BUT THE COCHLEAR IMPLANT IS A PARTICULAR PROCEDURE THAT, FOR THE INDIVIDUAL WHO HAS THAT LEVEL OF HEARING LOSS, DOES FOR A PERSON WHAT A HEARING AID

CANNOT DO.

WHEN I LOOK AT MY LATE-DEAFENED FRIEND, MY FRIEND IS NOT ABLE TO FUNCTION EFFECTIVELY WITHOUT THE COCHLEAR IMPLANT. SHE IS NOW ABLE TO USE THE TELEPHONE. SHE IS ABLE TO PARTICIPATE IN MEETINGS. SHE CAN DO SO WITHOUT USING CART, WHICH OTHERWISE SHE WOULD BE TOTALLY RELIANT ON BECAUSE SHE HAS NOT ENOUGH HEARING TO REALLY EFFECTIVELY FUNCTION WITH THE USE OF A HEARING AID.

SO IT'S NOT REALLY A QUESTION OF HEARING AID VERSUS COCHLEAR IMPLANTS. THE QUESTION IN HER CASE IS THAT HEARING AIDS DON'T PROVIDE WHAT SHE NEEDS, AND A COCHLEAR IMPLANT IS REALLY THE ONLY OPTION.

NOW, THERE IS THAT GROUP OF PEOPLE WHO ARE KIND OF LIKE ME WHO HAVE A SIGNIFICANT HEARING LOSS AND USE HEARING AIDS. AND I THINK FOR THAT GROUP OF PEOPLE, WE HAVE TO REALLY LOOK AT THE INFORMATION VERY CAREFULLY AS TO WHETHER IT'S GOING TO BE BENEFICIAL OR NOT. PERSONALLY FOR ME, NO, I WOULD NOT GET A COCHLEAR IMPLANT BECAUSE I FEEL I GET ENOUGH HEARING THROUGH USE OF HEARING AIDS, AND I'M HAPPY WITH THAT.

I DID WANT TO SAY ONE OTHER THING. WE MENTIONED EARLIER THAT WE HAVE AN AGREEMENT WITH THE WORLD FEDERATION OF THE DEAF. IN THAT AGREEMENT, ONE OF THE IMPORTANT CLAUSES IS RECOGNITION BY THE HARD OF HEARING COMMUNITY OF SIGN LANGUAGE FOR DEAF INDIVIDUALS. AND IT IS NOT ONLY IN THAT AGREEMENT, IT IS ALSO IN OUR EDUCATION POLICY PAPER THAT WE RECENTLY ADOPTED JUST TWO DAYS AGO AT OUR A.G.M.

IN THIS DOCUMENT, WE RECOGNIZE THAT IN AN EDUCATIONAL SETTING, FOR SOME HARD OF HEARING CHILDREN THE USE OF SIGN LANGUAGE IS APPROPRIATE. SO WE ARE IN SUPPORT OF THAT AS AN ORGANIZATION.

SO I THINK THAT MEANS THAT WE HAVE COME A LONG WAY FROM WHERE WE USED TO BE MANY, MANY YEARS AGO.

Cindy Gordon: DID IT ANSWER YOUR QUESTION WITH RESPECT TO THE COST?

>>: YES, IT DID.

Cindy Gordon: IF I CAN JUST ADD A BIT. C.I.s, OR COCHLEAR IMPLANTS, IN MOST PROVINCES ARE COVERED UNDER THE GOVERNMENT AS WELL. SO THIS PIECE -- I HAVE A C.I., AND THIS PIECE WAS PROVIDED FOR ME. SO I'M NOT REALLY USING FUNDS. I COULD HAVE BOUGHT TWO REALLY GREAT HEARING AIDS FOR THE PRICE OF ONE C.I. THAT'S NOT HOW WE LOOK AT IT. A HEARING AID BECAME NOT AN OPTION FOR ME ANYMORE. SO WE DON'T VIEW IT LIKE THAT, WHERE WE SPEND THE MONEY AND GET THREE PEOPLE HEARING AIDS INSTEAD OF ONE C.I.

Dr. Ruth Warick: IF I CAN ADD TO WHAT YOU'RE SAYING, WE DO HAVE A LACK OF FUNDING OF HEARING AIDS IN THIS COUNTRY. THERE IS A DOCUMENT ON THE CANADIAN HARD OF HEARING WEBSITE THAT

IDENTIFIED THE POLICIES IN EACH PROVINCE.

IN BRITISH COLUMBIA, GUESS HOW MUCH SUPPORT THERE IS FOR SOMEONE FOR A HEARING AID? HOW MUCH FUNDING THERE IS PROVIDED? ZERO. THERE IS NO FUNDING PROGRAM.

SO IN TWO WEEKS, WE HAVE ORGANIZED A HEARING AID FORUM WHERE WE'RE GOING TO BE DISCUSSING THIS ISSUE. WE HAVE A GOVERNMENT REPRESENTATIVE COMING, AND WE HAVE PEOPLE FROM INDUSTRY WHO ARE ALSO CONCERNED ABOUT THE HIGH COST OF HEARING AIDS.

Cindy Gordon: THIS IS AWESOME NEWS TO HEAR BECAUSE THIS IS A CHALLENGE THAT MANY OF THE PEOPLE IN EDMONTON IN THE HARD OF HEARING ORGANIZATION THAT I BELONG TO COMPLAIN ABOUT BITTERLY, IS THE ABILITY TO NOT BE ABLE TO AFFORD A HEARING AID. SO ALTHOUGH THEY WANT HELP, THEY CANNOT GET IT. THEY CANNOT BUY THEM. THEY JUST DON'T HAVE POCKET MONEY TO DO THAT.

Dr. Ruth Warick: AND THIS IS ALSO WHY AT THE INTERNATIONAL LEVEL WE ARE DEVELOPING A SPECIFIC POLICY PAPER ON HEARING AIDS. HEARING AIDS ARE ONE OF THE SINGLE MOST IMPORTANT TECHNOLOGIES FOR HARD OF HEARING PEOPLE, AND WE NEED A POLICY PAPER ON THAT. WE NEED TO PUSH AND PUSH TO TRY AND GET MORE SUPPORT, ESPECIALLY FOR THOSE WHO CANNOT AFFORD IT. BECAUSE WE BOTH KNOW THERE ARE PEOPLE WHO ARE GOING WITHOUT HEARING AIDS BECAUSE THEY CAN'T AFFORD IT, AND THE QUALITY OF THEIR LIFE IS DRASTICALLY AFFECTED.

Cindy Gordon: ANY OTHER QUESTIONS?

>>: I DIDN'T WANT TO BEND DOWN.

MY QUESTION IS, UNFORTUNATELY THE HEARING COMMUNITY IS VERY NAIVE, KIND OF IGNORANT WHEN IT COMES TO TRYING TO SHARE INFORMATION LIKE THIS. DO YOU HAVE ANY ADVICE ABOUT HOW TO BE RESPECTFUL ABOUT TELLING THE HEARING COMMUNITY ABOUT HARD OF HEARING AND DEAF COMMUNITIES?

Dr. Ruth Warick: SO IS YOUR QUESTION ABOUT HOW A HARD OF HEARING PERSON WOULD APPROACH PROFESSIONALS OR HOW PROFESSIONALS SHOULD APPROACH US?

>>: WELL, QUESTIONS WOULD BE GOOD. NO, FOR ME, JUST AS A STUDENT JUST WANTING TO COMMUNICATE WITH THE HEARING COMMUNITY. BECAUSE, YOU KNOW, I'M CURRENTLY A STUDENT IN THE DEAF STUDIES PROGRAM, AND I WANT, YOU KNOW, MY FAMILY OR MY FRIENDS TO UNDERSTAND WHAT I'M GOING THROUGH. THEY'RE JUST LOOKING AT ME AND SAYING, WHAT ARE YOU TALKING ABOUT? THAT MAKES NO SENSE TO ME. HOW CAN I RESPECTFULLY INFORM OTHER PEOPLE THAT YOU SHOULD GO TO THIS PLACE AND SEE HOW THEY CAN UNDERSTAND IT BETTER?

Dr. Ruth Warick: I THINK IT'S GOING TO TAKE A

MULTIFACETED APPROACH. INDIVIDUALLY, IT HELPS TO MAYBE HAVE SOME ADDITIONAL RESOURCES OR INFORMATION. IT COULD BE INVITING THE FRIEND TO A LECTURE IN ADDITION OR TO SOME OTHER FORUM.

I THINK IT WOULD BE A GOOD IDEA IF WE ALSO HAD SOME EXPERIENTIAL THINGS ON THE WEBSITE SO THAT PEOPLE COULD EXPERIENCE POTENTIALLY WHAT IT IS LIKE TO HAVE A HEARING LOSS, AND THEN MAYBE THEY WILL CHANGE THEIR PERSPECTIVE. WE FIND THAT WITH THE STUDENTS WHO ARE TEMPORARILY USING CRUTCHES OR WHEELCHAIRS ON CAMPUS, THEY'RE ACTUALLY STRONGER ADVOCATES THAN THE PEOPLE WHO ALREADY HAVE THAT DISABILITY, BECAUSE THEY SUDDENLY REALIZE ALL THE BARRIERS THAT ARE ENCOUNTERED.

I THINK THAT WE ALSO NEED TO WORK AT IT AT A SOCIETAL LEVEL. SO THE INDIVIDUAL SHOULDN'T HAVE TO BE TOTALLY RESPONSIBLE. WE NEED TO AS TEACHERS AND EDUCATORS, AS COMMUNITY LEADERS, TAKE ON THIS TO HAVE A RESPECTFUL COMMUNITY CREATED.

WHEN SOMEBODY DOESN'T UNDERSTAND AND WANTS TO LEARN, I WILL GIVE THEM THE BENEFIT OF THE DOUBT. BUT I DID MIND IT FOR THE ONE STUDENT WHO WAS SNICKERING WHEN HE REPEATED WHAT WAS SAID. THAT WAS UNACCEPTABLE BEHAVIOUR AND, FRANKLY, SHOULD NOT BE TOLERATED.

Cindy Gordon: AND AGAIN, THERE ARE ASSOCIATIONS. THE CANADIAN HARD OF HEARING ASSOCIATION, THE NATIONAL ORGANIZATION, THE EDMONTON BRANCH, THEY BOTH HAVE WEBSITES. THEY HAVE INFORMATION ON THERE THAT YOU CAN REFER PEOPLE TO.

THE AGENCY THAT I'M COMING FROM, BRIDGES SUPPORT SERVICES, WE OFFER EDUCATIONAL WORKSHOPS TO THE PUBLIC. WE DO SIMULATION OF HEARING LOSS. WE EDUCATE THEM ON WHAT IT'S LIKE TO HAVE A HEARING LOSS.

SO REACH OUT AND FIND THOSE ONES. THERE IS A FEW. THERE'S NOT MANY, BUT THE FEW THAT EXIST, USE THEM.

I OFFER A WORKSHOP THAT'S CALLED *YOUR THIRD EAR*, AND IT IS EXACTLY THAT. IT'S WORKING WITH THE HEARING AND THE HARD OF HEARING AND MAKING THEM UNDERSTAND EACH OTHER: FAMILY MEMBERS, COMMUNICATION PARTNERS, THEIR FRIENDS.

SO THERE ARE ORGANIZATIONS THERE.

Dr. Ruth Warick: YOU MUST GET CINDY'S E-MAIL ADDRESS.

>>: HELLO, EVERYBODY.

I WANTED TO TALK ABOUT SOME OF THE COMMENTS YOU SPOKE ABOUT, PSYCHOLOGICAL AND SOCIAL IMPACTS ON DEAF AND HARD OF HEARING PEOPLE, JUST IN TERMS OF CURRENT PLANNING AND RESEARCH AROUND THOSE PROJECTS, WHERE THE RESEARCH ACTUALLY COMES TOGETHER WITH PEOPLE'S EXPERIENCES. RESEARCHERS LIKE YOURSELF AND RESEARCHERS MAYBE IN THE MEDICAL FIELD THAT COULD COME TOGETHER AND DO SOME STUDIES RELATED TO THE PSYCHOLOGICAL AND SOCIAL IMPACT THAT YOU EXPERIENCED.

Dr. Ruth Warick: THANK YOU.

I THINK THAT IS AN EXCELLENT SUGGESTION. UNFORTUNATELY, WE DO NOT HAVE ENOUGH RESEARCHERS IN THIS AREA. WE DO NOT HAVE, -- ASIDE FROM WHAT'S HERE AT U OF ALBERTA AND MAYBE YORK UNIVERSITY, THERE'S VERY FEW CENTRES OF EXCELLENCE IN SUPPORT OF RESEARCH ABOUT ISSUES RELATED TO DEAFNESS FOR THE DEAF COMMUNITY, THE HARD OF HEARING COMMUNITY. AND SO FOR RESEARCHERS, THERE ARE VERY FEW JOBS, VERY FEW OPPORTUNITIES.

SO THOSE ARE THINGS THAT WE NEED IN ORDER TO BE ABLE TO DEVELOP THAT BODY OF INFORMATION AND KNOWLEDGE, BECAUSE WE'VE ONLY BEGUN TO SCRATCH THE SURFACE, EVEN IN TERMS OF THE IMPACT WITH THE HARD OF HEARING COMMUNITY, FOR EXAMPLE.

A LOT OF THE RESEARCH THAT IS DONE IS AMERICAN BASED. THERE ARE SOME UNIVERSALITIES TO SOME OF THE CONCEPTS, BUT WE STILL WOULD LIKE TO KNOW THE EXACT EXPERIENCE THAT PEOPLE ARE HAVING IN OUR COMMUNITY HERE IN CANADA.

SO I THINK THAT WE HAVE TO TRY TO WORK WITH THE DECISION-MAKERS IN POSTSECONDARY INSTITUTIONS TO TRY TO GET THAT CHANGED. I KNOW THAT FOR THE CANADIAN HARD OF HEARING ASSOCIATION, THEY VALUE RESEARCH. IT WAS ONE OF THE PRINCIPLES OF THE ORGANIZATION. SIMILARLY WITH THE INTERNATIONAL FEDERATION. BUT NOT ENOUGH IS BEING DONE TO REALLY UNDERSTAND WHAT'S HAPPENING AND TO ALSO THEN UNDERSTAND THE SOLUTIONS TO IT.

I DON'T KNOW IF THAT REALLY ANSWERS YOUR QUESTION. BUT I THINK WHAT I'M SAYING IS THAT THERE'S REALLY NOT ENOUGH BEING DONE, AND WE NEED MORE.

>>: AND IF I CAN ADD. THERE'S A NEW BOOK THAT HAS BEEN PUBLISHED WITH DR. CATHY CHOVAZ, A COLLEAGUE OF MINE FROM ONTARIO, THE UNIVERSITY -- THE UNIVERSITY OF WESTERN ONTARIO IN LONDON. AND IT'S BRAND NEW. IT'S RECENT RESEARCH, A RECENT PROJECT THAT WAS JUST PUBLISHED, AND IT'S CANADIAN RESEARCH TO DO WITH THIS PROJECT.

Dr. Ruth Warick: COULD YOU SPELL OUT CATHY'S LAST NAME?

>>: C-H-O-V-A-Z. SHE'S A PSYCHIATRIST. THAT'S HER BACKGROUND. AND AGAIN, AT THE UNIVERSITY OF WESTERN ONTARIO IN LONDON.

Cindy Gordon: ANYONE ELSE?

>>: SO YOUR PRESENTATION SPOKE ON THE PERSPECTIVE OF THE HARD OF HEARING EXPERIENCE AND THE STRUGGLES AND THE FRUSTRATIONS. AND I BELIEVE THERE ARE SIMILAR EXPERIENCES IN THE DEAF COMMUNITY. CAN YOU SPEAK ABOUT SOME OF THE DIFFERENCES OF THE STRUGGLES, THE FRUSTRATIONS THAT THE TWO COMMUNITIES MIGHT EXPERIENCE?

Dr. Ruth Warick: WELL, I THINK THAT THAT IS A RESEARCH TOPIC, FRANKLY. IT'S A HUGE TOPIC. I THINK WE WOULD HAVE TO

DIALOGUE TOGETHER TO COME UP WITH THOSE DIFFERENCES.

CINDY, I THINK, HAS A COMMENT.

Cindy Gordon: I WANT TO COMMENT. RIGHT, IT'S A HUGE TOPIC, BUT I THINK ONE OF THE DIFFERENCES IS THE HARD OF HEARING SEEM TO STRUGGLE A LITTLE BIT MORE BECAUSE WE DON'T HAVE -- WE FEEL WE DON'T FIT IN THE LANGUAGE ANYMORE. BECAUSE WE'RE NOT HEARING IT THE SAME WAY, WE'RE NOT RESPONDING. IN ONE FORTUNATE WAY FOR THE DEAF, THEY HAVE A LANGUAGE. YOU CAN SIGN. YOU HAVE GOT ASL. WE DON'T HAVE THAT. SO IF WE'RE NOT EVEN HEARING IT, WE CAN'T GIVE IT BACK. AND IT'S A STRUGGLE. IT'S WHERE WE REALLY ARE CHALLENGED. IT'S WHERE PEOPLE JUST FEEL LEFT OUT.

AND IT NEEDS A HUGE RESEARCH AT THIS POINT AGAIN. MORE PEOPLE, ALL YOU STUDENTS.

I THINK WE HAVE ABOUT FIVE MORE MINUTES.

>>: HELLO. GREAT PRESENTATION! THANK YOU VERY MUCH. VERY INTERESTING.

I HAVE A QUESTION. I THINK IT WAS RELATED TO THE INTERNATIONAL COMMUNITY AND HAVING THE HARD OF HEARING PEOPLE REPRESENTED, DEAF PEOPLE REPRESENTED, AND I BELIEVE YOU MENTIONED SOMETHING ABOUT PSYCHIATRIC SURVIVORS. IS THAT RIGHT? COULD YOU TELL US MORE ABOUT THAT? I HAVEN'T HEARD OF THAT BEFORE. THAT'S TOTALLY NEW.

Dr. Ruth Warick: IT'S AN INTERNATIONAL ORGANIZATION. THESE ARE INDIVIDUALS WHO HAVE A MENTAL HEALTH DISABILITY, AND THEY REFER TO THEMSELVES AS PSYCHIATRIC SURVIVORS. RATHER, SURVIVORS OF PSYCHIATRY. SO THEY FEEL THAT THEY HAVE HAD NEGATIVE EXPERIENCES IN THE MEDICAL SYSTEM, AND THEY HAVE JOINED TOGETHER INTO THIS INTERNATIONAL ORGANIZATION. MEMBERS ARE FROM AROUND THE WORLD IN THIS GROUP.

IT'S A RELATIVELY NEW GROUP. NOT EVERYBODY WHO HAS A MENTAL HEALTH IS PART OF THIS GROUP BECAUSE WE ALSO KNOW THAT THERE ARE OTHER INDIVIDUALS WHO FEEL THAT THE INTERVENTIONS THAT THEY HAVE RECEIVED HAVE BEEN VERY HELPFUL AND SUPPORTIVE. BUT THAT'S THE NATURE OF THIS PARTICULAR GROUP.

Cindy Gordon: PROBABLY ROOM FOR ONE MORE QUESTION IF SOMEBODY HAS ONE. THIS IS YOUR LAST OPPORTUNITY.

GOOD. HERE WE GO.

>>: I AM WONDERING WHETHER YOU FEEL THAT STATISTICALLY IT CAN BE IMPROVED UPON IN TERMS OF PEOPLE WHO ARE DEAF AND HARD OF HEARING IN GETTING JOBS. YOU MENTIONED IN YOUR TALK, AND I'M CURIOUS WHETHER OR NOT THERE ARE COMPANIES THAT HAVE EQUAL EMPLOYMENT OPPORTUNITIES... I AM WONDERING IF THOSE NUMBERS ARE TRUE. AT UBC, WHETHER YOU HAVE SEEN THAT, AND WHETHER YOU HAVE ACTUALLY SEEN THAT HAPPENING. I AM REALLY CURIOUS WHAT YOU KNOW FROM YOUR OWN EXPERIENCES.

Dr. Ruth Warick: SO THE QUESTION IS ABOUT IMPROVEMENT IN EMPLOYMENT STATISTICS? UNFORTUNATELY, THAT'S NOT REALLY INFORMATION THAT I HAVE AT HAND TO REALLY GIVE AN ANSWER THAT WOULD BE TRUTHFUL.

WITH RESPECT TO THE GENERAL PICTURE, I THINK THAT THERE ARE SOME BARRIERS THAT HAVE COME DOWN THAT THERE HAVE BEEN IN THE PAST. FOR EXAMPLE, WE HAVE SEEN DEAF PEOPLE WORK IN BANKS AS TELLERS, WHEREAS AT ONE TIME IT WAS ONLY CONSIDERED THAT THEY COULD WORK IN THE STOCKROOM IN THE BACK.

SO SOME OF THOSE BARRIERS HAVE COME DOWN. WHETHER STATISTICALLY THERE IS ENOUGH OF AN IMPROVEMENT, I REALLY WOULD NEED TO LOOK AT THE FIGURES.

THERE IS DEFINITELY EMPLOYMENT EQUITY PROGRAMS THAT ARE TRYING TO BRING ABOUT CHANGES. THERE ARE AGENCIES THAT WORK ON EMPLOYING PEOPLE WITH DISABILITIES, ALL TYPES OF PERSONS WITH DISABILITY.

AND I THINK YOU HAVE A JOB THAT MIGHT RELATE TO KNOWING ABOUT THIS AREA. MAYBE CINDY COULD COMMENT MORE ABOUT THE EDMONTON SCENE. I'M SORRY I CAN'T GIVE A MORE ACCURATE ANSWER, BUT THAT'S SORT OF MY KNOWLEDGE BASE ON THAT SPECIFIC TOPIC.

Cindy Gordon: JUST TAKING PART RECENTLY, TWO MONTHS AGO MAYBE, IN THE CHAMBER OF COMMERCE HERE, AN ACTIVITY THAT WAS CALLED *DINING WITH DIVERSITY*. IT WAS LOOKING AT EMPLOYERS COMING

TOGETHER AND HAVING DINNER WITH DIFFERENT TABLES OF PERSONS WITH DISABILITIES. AND THE TALK AROUND THAT ROOM WAS THAT NO, THE STATISTICS ARE NOT CHANGING, SADLY ENOUGH. BARRIERS ARE CHANGING, LIKE RUTH SAID. AND MAYBE THAT'S A POSITIVE WE SHOULD BE LOOKING AT, BECAUSE SOME OF THE JOBS THAT THEY'RE GETTING, THAT WE'RE GETTING, ARE CHANGING. BUT THE STATISTICS, SADLY ENOUGH, ARE NOT GOING UP. NOT ENOUGH STILL HIRING PEOPLE WITH DISABILITIES OF ANY TYPE, NOT ONLY HARD OF HEARING AND DEAF. AND FOR A FACT, I KNOW THAT THE HARD OF HEARING ARE STILL FALLING THROUGH THE CRACKS IN THAT AREA AND LOSING OUT ON JOBS AND LOSING OUT ON ADVANCEMENT BECAUSE THEY ARE NOT MAKING ACCOMMODATION IN THE WORKPLACE FOR THEM.

I WISH IT WAS MORE POSITIVE. BUT MAYBE WE SHOULD LOOK AT RUTH'S ANALOGY THAT I REALLY LIKED, LOOK AT WHAT THEY ARE DOING NOW AS COMPARED TO WHAT THEY WERE DOING EVEN FIVE YEARS AGO. SOMEBODY IS GIVING THEM THAT CHANCE AND OPPORTUNITY AND SAYING HEY, IT'S OKAY. BUT STATISTIC-WISE?

SO I THINK WE WILL WRAP IT UP. THANK YOU.

Dr. Debra Russell: THANK YOU, CINDY. PLEASE JOIN ME IN THANKING CINDY FOR MODERATING THAT QUESTION SESSION.

(Applause)

AND PLEASE JOIN ME IN THANKING RUTH. YOU GAVE A TERRIFIC TALK THIS EVENING, REALLY TANGIBLE STRATEGIES FOR TEACHERS, WONDERFUL INSIGHTS AND A LOCAL CONTEXT. AND WONDERFUL, WONDERFUL WORK THAT

YOU ARE DOING AT THE INTERNATIONAL LEVEL.

WE ARE VERY BLESSED TO HAVE A LITTLE GEM LIKE YOU RABBLE-ROUSING AT THE INTERNATIONAL LEVEL, AND SO THANK YOU FOR YOUR LEADERSHIP. THANK YOU FOR YOUR PASSION AND COMMITMENT THAT JUST NEVER SEEMS TO END. JOIN US IN EDMONTON IN A FEW YEARS AND TELL US ABOUT YOUR SUCCESSES AT THE INTERNATIONAL LEVEL.

(Applause)

I HAVE GOT SOME OTHER THANK YOUs TO PASS ON AS WELL, SO LET ME MAKE SURE THAT I HAVE GOT MY NOTES.

RUTH, I PROBABLY FORGOT TO MENTION AS WELL THAT WE'RE TRYING TO DO OUR BIT TO INCREASE THE CAPACITY OF CART REPORTING, AND SO IN THE BACK OF THE ROOM THERE ARE SEVERAL CART STUDENTS WHO ARE ACTUALLY SHADOWING THE CART REPORTING THIS EVENING. SO WELCOME TO THE STUDENTS WHO ARE IN THE COURT REPORTING PROGRAM AT NAIT. WE WELCOME YOU AT ALL OF OUR LECTURES AND APPRECIATE YOUR PRESENCE AT THIS ONE.

SO THAT'S OUR BIT TO INCREASE THE CAPACITY.

THERE ARE A NUMBER OF THANK YOUs OBVIOUSLY TO THE PEOPLE WHO PROVIDE COMMUNICATION SUPPORT FOR THIS PARTICULAR LECTURE SERIES. SO I WOULD LIKE TO THANK JANICE PLOMP WHO IS OUR CAPTIONER EXTRAORDINAIRE. THANK YOU VERY MUCH, AS ALWAYS.

AND I WOULD LIKE TO THANK OUR SIGN LANGUAGE INTERPRETERS, CARLA AND DIANE, FOR YOUR CONSTANT ATTENDANCE AT OUR LECTURES. WE APPRECIATE THAT.

AND TO OUR TECHNICAL CREW, WE REALLY APPRECIATE THE ADVANCED

STREAMING THAT WE HAVE BEEN ABLE TO DO TONIGHT THAT HAS MADE THE LECTURE ACCESSIBLE ACROSS THE COUNTRY AND THE QUALITY THAT WE ARE ALL PLEASED ABOUT. THANK YOU AGAIN FOR ALL OF YOUR WORK.

TONIGHT ENDS WITH A RECEPTION ACROSS THE HALL, ROOM 122. THERE ARE SOME LIGHT REFRESHMENTS, AND WE HOPE THAT YOU WILL JOIN US AND STAY AND INTERACT WITH OUR SPEAKER AND EACH OTHER AND SHARE YOUR CONVERSATIONS.

I FEEL REALLY HOPEFUL IN THE ROOM TONIGHT AS I LOOK AROUND AND I THINK ABOUT WHEN WE HAVE A PRACTICING MEDICAL PRACTITIONER IN OUR COMMUNITY. THAT'S AN OPPORTUNITY TO BRIDGE RESEARCH PRACTICE AND ACTION THROUGH THE LIVES OF PEOPLE WHO ARE DEAF AND HARD OF HEARING. SO THANK YOU FOR THE CONTRIBUTIONS THAT YOU WILL CONTINUE TO MAKE TO THAT.

AND I ALSO -- KRISTIN, WHERE ARE YOU? THERE YOU ARE.

WHILE YOU HAVE ONLY BEEN WITH US A SHORT TIME, YOU ARE DEFINITELY A RESEARCHER TO KEEP AN EYE ON, AND WE KNOW THAT YOU ARE GOING TO DO AMAZING THINGS. UNFORTUNATELY, YOU'RE GOING TO DO THOSE THINGS AT CARLTON, NOT UNIVERSITY OF ALBERTA, BUT PLEASE KNOW IT'S BEEN A PLEASURE TO HAVE YOU HERE FOR THE PAST YEAR. WE WISH YOU WERE STAYING, BUT WE WISH YOU EVERY SUCCESS IN ONTARIO. AND WE LOOK FORWARD TO WATCHING THE WAYS THAT YOU WILL BRIDGE RESEARCH AND PRACTICE IN THE DEAF AND HARD OF HEARING COMMUNITIES AS WELL, TOO.

SO I HOPE I HAVEN'T OVERLOOKED ANY THANK YOUs.

FERN, THANK YOU FOR JOINING US THIS EVENING. WE APPRECIATE THAT, AS ALWAYS, AND WE APPRECIATE YOUR ONGOING SUPPORT.

SO PLEASE JOIN US FOR THE RECEPTION, AND THANK YOU AGAIN FOR
YOUR ATTENDANCE. IT HAS BEEN A DELIGHT.

(Applause)