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JONES MEMORIAL LECTURE

OCTOBER 22, 2015

>> Dr. Lynn McQuarrie: GOOD EVENING, EVERYONE. WE'LL GET STARTED.

IT'S MY PLEASURE TO WELCOME YOU TO TONIGHT'S JONES LECTURE. I'M LYNN McQUARRIE. I'M THE DAVID PEIKOFF CHAIR AND DIRECTOR OF THE WESTERN CANADIAN CENTRE FOR DEAF STUDIES.

USE THE MIC, I'M BEING TOLD.

OKAY. THERE WE GO.

PLEASE EXCUSE THE GRAVEL. I'VE GOT A LITTLE BIT OF A COLD.

I'LL START AGAIN. I'M LYNN McQUARRIE. I'M THE DAVID PEIKOFF CHAIR AND DIRECTOR OF THE WESTERN CANADIAN CENTRE FOR DEAF STUDIES, AND I WILL BE YOUR EMCEE THIS EVENING.

PUBLIC LECTURES SUCH AS THESE PROVIDE AN OPPORTUNITY FOR THE UNIVERSITY TO BRING RESEARCH TO THE BROADEST BASE OF OUR LEARNING COMMUNITY, AND THAT INCLUDES YOU IN THE AUDIENCE. IT'S SO EXCITING TO SEE SO MANY OF THE TEACHERS HERE AND STUDENTS THAT ARE IN ASL PROGRAMS. WELCOME TO ALL OF YOU.

AND ALSO THROUGH TECHNOLOGY WE ARE ABLE TO LIVESTREAM THE LECTURE TONIGHT, AND SO WE HAVE COLLEAGUES JOINING US FROM ACROSS THE COUNTRY. SO WELCOME TO ALL OF YOU TOO.

I WOULD NOW LIKE TO INVITE DR. RANDY WIMMER, DEAN OF THE FACULTY OF EDUCATION, TO BRING GREETINGS FROM THE FACULTY AND FROM THE UNIVERSITY.

>> Dr. Randy Wimmer: THANK YOU VERY MUCH, LYNN.

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I AM SO HAPPY TO BE HERE THIS EVENING. THIS IS A RELATIVELY NEW EXPERIENCE FOR ME, SO I'M VERY, VERY PLEASED TO BE HERE.

WELCOME ON BEHALF OF THE UNIVERSITY OF ALBERTA AND THE FACULTY OF EDUCATION, AND A SPECIAL WELCOME TO OUR GUEST, DR. OLIVA, WHO WILL BE DELIVERING THIS EVENING'S TALK.

MY NAME IS RANDY WIMMER, AS HAS BEEN INDICATED. I'M CURRENTLY SERVING AS INTERIM DEAN FOR THE FACULTY OF EDUCATION, AND I'M ALSO A PROFESSOR IN THE DEPARTMENT OF EDUCATIONAL POLICY STUDIES IN THE FACULTY.

THE JONES MEMORIAL LECTURE SERIES IS AN EXAMPLE OF THE UNIVERSITY'S ONGOING COMMITMENT TO IMPROVE THE QUALITY OF LIVES OF DEAF AND HARD OF HEARING PEOPLE THROUGH PROGRAMS OFFERED AT THIS UNIVERSITY.

I'M PARTICULARLY GRATEFUL AND HONOURED THAT THIS LECTURE SERIES, ALONG WITH THE INSPIRING WORK OF THE WESTERN CANADIAN CENTRE FOR DEAF STUDIES, IS A PART OF OUR WORK IN THE FACULTY OF EDUCATION AT THIS UNIVERSITY, A PLACE THAT I'M EXTRAORDINARILY PROUD TO BE A PART OF.

RECENTLY I WAS TALKING TO LYNN ABOUT MY EXPERIENCES AS A BEGINNING TEACHER NEAR THE END OF MY UNDERGRADUATE DEGREE, TRYING TO LEARN AMERICAN SIGN LANGUAGE. WHILE MY ATTEMPTS TO LEARN WERE NOT AT ALL SUCCESSFUL, THE EXPERIENCE REMINDED ME THEN, AS IT DOES NOW, OF MY DESIRE AS A TEACHER TO WORK IN WAYS THAT WOULD EVER MEET THE LEARNING NEEDS OF ALL CHILDREN, YOUTH, AND NOW ADULTS IN MY CLASSROOMS.

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THIS IS A PART OF WHAT OUR FACULTY DOES AND DOES EXTRAORDINARILY WELL.

SAID ANOTHER WAY, WE ARE LEADERS IN EDUCATION IN THE AREAS OF DIVERSITY AND INCLUSION IN EDUCATION. WE EXCEL IN UNDERSTANDING AND WORKING TOWARD MEETING THE EXTRAORDINARY CHALLENGES OF TEACHER EDUCATION IN HIGHER EDUCATION TODAY.

ON BEHALF OF THE FACULTY OF EDUCATION, I WISH TO OFFER MY DEEPEST THANKS TO MRS. PAT EIDEM AND DR. ROD EIDEM FOR THEIR INCREDIBLE ONGOING SUPPORT TO US AND OF THIS ENDOWED LECTURE AND IN HELPING TO BRIDGE BOTH OUR ACADEMIC AND MANY OTHER COMMUNITIES. BY ATTENDING THE JONES LECTURE, THE EIDEMs SHOW THEIR SUPPORT PERSONALLY, AND PAT AND ROD ARE WITH US HERE AGAIN THIS EVENING, AND I AM VERY, VERY GRATEFUL FOR EVERYTHING YOU DO AND FOR BEING HERE THIS EVENING.

(Applause)

THE JONES LECTURE HAS BECOME ONE OF THE FACULTY OF EDUCATION'S PROUDEST AND MOST MEANINGFUL ANNUAL EVENTS. EACH OF THE JONES MEMORIAL LECTURES HAS HAD AND CONTINUES TO PROVIDE ITS OWN UNIQUE INSIGHTS, IMPACT, AND COMMUNITY CONNECTIONS.

FINALLY, I WISH TO ACKNOWLEDGE AND THANK MY COLLEAGUE, DR. LYNN McQUARRIE, AND THOSE WORKING WITH HER FOR BRINGING THE LECTURES TO NEW HEIGHTS THIS EVENING AND IN THE FUTURE. I PERSONALLY ON BEHALF OF THE FACULTY AM VERY GRATEFUL FOR THE THOUGHT, CARE, INSIGHT, AND INTELLIGENCE THAT YOU GIVE TO THIS INITIATIVE EACH YEAR.

AND NOW AFTER A VERY, VERY BUSY DAY AS DEAN, I PLAN TO SIT

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BACK, LEARN FROM YOU, THINK DEEPLY, AND ENJOY THE REST OF THE EVENING.

SO AGAIN, ON BEHALF OF THE FACULTY, WELCOME. I AM THRILLED YOU ARE HERE. I'M THRILLED TO BE HERE. AND I SHOULD TURN IT OVER TO MY COLLEAGUE LYNN TO INTRODUCE OUR SPEAKER.

THANK YOU.

(Applause)

>> Dr. Lynn McQuarrie: THANK YOU SO MUCH, DR. WIMMER.

AS DR. WIMMER MENTIONED, THE JONES MEMORIAL LECTURE IS MADE POSSIBLE EACH YEAR BASED ON AN ENDOWMENT THAT WAS ESTABLISHED TO -- IN HONOUR OF PAT EIDEM'S PARENTS. YOU WILL SEE A WRITE-UP ABOUT THAT IN THE PROGRAM, AND I WON'T READ THROUGH THAT. BUT WHAT I WOULD LIKE TO DO IS TO ADD MY PERSONAL THANKS TO MRS. PAT EIDEM AND THE EIDEM FAMILY FOR MAKING EVENINGS LIKE THIS POSSIBLE AND FOR ALWAYS SHOWING YOUR SUPPORT PERSONALLY. WE'RE DELIGHTED THAT YOU'RE HERE TONIGHT.

CAN I SEE A SHOW OF HANDS OF HOW MANY PEOPLE HAVE BEEN TO PAST JONES LECTURES?

THERE WE GO. OKAY. AND I KNOW WE HAVE OUR FORMER DEAN WITH US TONIGHT AS WELL, DR. SMART, WHO HAS, I THINK, BEEN AT THE LAST EIGHT OR TEN, ANYWAY. SO WONDERFUL TO HAVE YOU HERE AS WELL.

PAT, I WOULD LIKE TO OFFER YOU A SMALL TOKEN OF OUR APPRECIATION FOR YOUR GENEROUS GIFT IN SUPPORTING THIS LECTURE SERIES. YOU STAY THERE, AND I WILL BRING IT TO YOU.

PLEASE JOIN ME IN THANKING PAT EIDEM.

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(Applause)

OKAY. IT IS ALSO MY PLEASURE TO NOW INTRODUCE THIS EVENING'S SPEAKER, DR. GINA OLIVA.

DR. OLIVA IS AN ACCOMPLISHED SCHOLAR, EDUCATOR, RESEARCHER, AND AUTHOR WHO IS PASSIONATE ABOUT IMPROVING EDUCATIONAL ENVIRONMENTS FOR HARD OF HEARING AND DEAF CHILDREN.

SHE IS A SELF-PROCLAIMED "NOT-SO-RETIRED" PROFESSOR FROM GALLAUDET UNIVERSITY IN WASHINGTON, D.C. FOR THOSE OF YOU WHO DON'T KNOW GALLAUDET, THEIR WEBSITE DECLARES "THERE IS NO OTHER PLACE LIKE THIS IN THE WORLD."

AND INTERESTINGLY ENOUGH, THAT'S NOT JUST PROMOTIONAL HYPE. GALLAUDET UNIVERSITY IS THE WORLD'S ONLY UNIVERSITY WITH PROGRAMS AND SERVICES SPECIFICALLY DESIGNED TO ACCOMMODATE DEAF AND HARD OF HEARING STUDENTS. IT WAS ESTABLISHED IN 1864 BY AN ACT OF CONGRESS, AND ITS CHARTER WAS SIGNED BY PRESIDENT ABRAHAM LINCOLN.

DR. -- YEAH (WHEW!).

DR. OLIVA'S CAREER AT GALLAUDET SPANNED MORE THAN 35 YEARS AND INCLUDED WORK IN STUDENT ACTIVITIES, OUTREACH, COMMUNITY DEVELOPMENT, AND HEALTH AND FITNESS. PRIOR TO HER RETIREMENT FROM GALLAUDET IN 2009, SHE ACHIEVED THE RANK OF PROFESSOR IN THE DEPARTMENT OF PHYSICAL EDUCATION AND RECREATION AND LEISURE STUDIES. IN THE 1980s, DR. OLIVA RECEIVED SEVERAL NATIONAL AWARDS FOR HER PIONEERING WORK IN BOTH THE USE OF VISUAL CUES FOR GROUP EXERCISE CLASSES.

IN SUBSEQUENT YEARS, GINA MOVED INTO ADVOCACY WORK WITH THE

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PUBLICATION OF HER FIRST BOOK IN 2004, TITLED *ALONE IN THE MAINSTREAM: A DEAF WOMAN REMEMBERS PUBLIC SCHOOL*.

IN *ALONE IN THE MAINSTREAM*, DR. OLIVA COMBINED HER PERSONAL EXPERIENCE GROWING UP WITH AN EXTENSIVE SURVEY OF HARD OF HEARING AND DEAF FORMER PUBLIC SCHOOL STUDENTS TO DESCRIBE WHAT IT WAS LIKE TO BE A SOLITAIRE, OR THE ONLY DEAF PUPIL IN A SCHOOL.

DR. OLIVA'S EFFORTS TO BRING AWARENESS TO THE ISOLATION OFTEN EXPERIENCED BY MANY HARD OF HEARING AND DEAF PERSONS CULMINATED IN A BOOK IN 2014 THAT SHE CO-AUTHORED WITH DR. LINDA LYTLE TITLED *TURNING THE TIDE: MAKING LIFE BETTER FOR DEAF AND HARD OF HEARING SCHOOLCHILDREN*.

NOW, *TURNING THE TIDE* CAPTURES THE PERSPECTIVES OF DEAF AND HARD OF HEARING STUDENTS WHO HAVE LIVED THE EXPERIENCE OF INCLUSIVE EDUCATION OVER THE PAST 30 YEARS IN THE UNITED STATES. AND THIS INSIDER PERSPECTIVE PROVIDES US A REALLY UNIQUE OPPORTUNITY TO EXAMINE WHAT WORKS WELL AND WHAT DOES NOT WORK WELL IN THE CURRENT APPROACH TO THE EDUCATION OF DEAF AND HARD OF HEARING CHILDREN.

TONIGHT DR. OLIVA IS GOING TO TELL US A LITTLE BIT ABOUT THAT RESEARCH THAT SHE DID ABOUT THE IMPORTANCE OF BUILDING SOCIAL CAPITAL FOR CHILDREN AND SOCIAL RELATIONSHIPS TO FACILITATE THEIR LEARNING.

I KNOW THAT WE ARE IN FOR A TREAT TONIGHT. PLEASE JOIN ME IN WELCOMING DR. GINA OLIVA.

(Applause)

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>> Dr. Gina Oliva: WOW. I HAVE TO SAY THANK YOU TO YOU TOO. AND A THANK YOU FOR HONOURING YOUR APPEARANCE IN THIS WAY, BY ATTENDING THIS LECTURE SERIES. I'M VERY TOUCHED TO KNOW THAT SUCH A LECTURE SERIES IS OUT THERE. SO THANK YOU, LYNN. THANK YOU TO MR. AND MRS. EIDEM, AND THANK YOU DR. WIMMER AS WELL FOR HOLDING MY HAND AND GETTING ME THROUGH TO TONIGHT LEADING ME HERE.

THANK YOU ALL FOR COMING. I'M VERY TOUCHED. I'M VERY HONOURED. I'M ALSO, LIKE, IN TEARS HERE. THIS IS GREAT!

FIRST I WANT TO EXPLAIN JUST A LITTLE BIT ABOUT MY APPROACH TO COMMUNICATION.

I ALWAYS LIKE TO COMMUNICATE DIRECTLY TO WHOMEVER I'M ADDRESSING, SO FOR SOME OF TONIGHT'S LECTURE I WILL SIGN AND FOR SOME I WILL SPEAK. AS YOU HAVE SEEN, WE HAVE HAD INTERPRETERS AT THE FRONT, AND THEY WILL BE SIGNING WHILE I SPEAK. AND THEN AT TIMES -- SO THEN I CAN TALK DIRECTLY TO THE PEOPLE WHO CAN HEAR ME, AND THEN AT OTHER TIMES I'LL BE SIGNING TO THE PEOPLE WHO ARE DEAF AND CAN TALK TO ME DIRECTLY THAT WAY.

AND I THINK THAT'S A MODEL THAT WE CAN THINK ABOUT WHEN WE'RE EDUCATING DEAF AND HARD OF HEARING STUDENTS. WE CAN MODEL DIFFERENT KINDS OF COMMUNICATION APPROACHES.

SO THIS IS HOW I'VE MADE MY APPROACH TO COMMUNICATION, SO HOPEFULLY I'M DIRECTLY COMMUNICATING WITH EACH ONE OF YOU AT SOME POINT THROUGH THE EVENING.

SO MY BACKGROUND, A LITTLE BIT ABOUT ME AND MY DAD.

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I'M GOING TO -- I'M REALLY GOING TO TOUCH ON THREE MAIN POINTS TONIGHT. FIRST, I WANT TO TALK A LITTLE BIT ABOUT THE RESEARCH THAT WE DID WITH DEAF AND HARD OF HEARING STUDENTS. AND ACTUALLY, IT'S NOT REALLY NECESSARILY ALL OF MY RESEARCH. I DIDN'T DO ALL OF THIS, BUT I DID A LOT OF READING IN MY RESEARCH.

SO I DID DO SOME RESEARCH WITH THE DEAF AND HARD OF HEARING STUDENTS SPECIFICALLY, AND I DID SOME ABOUT PSYCH -- SOCIO-PSYCHO RESEARCH AS WELL. AND I LEARNED A LOT FROM THAT EXPLORATION. AND IT'S OBVIOUS THAT DEAF AND HARD OF HEARING CHILDREN WHEN THEY'RE ISOLATED IN THE MAINSTREAM HAVE DIFFERENT NEEDS. BIG SURPRISE, I'M SURE. NOT TO THIS GROUP.

BUT WHAT IT DOES, IT LEADS TO GREATER DISCUSSIONS ABOUT THE CONCEPT OF SOCIAL CAPITAL, AND I WILL TALK A LITTLE BIT MORE ABOUT WHAT I MEAN BY SOCIAL CAPITAL. IT'S ALSO A WAY OF LOOKING AT HOW WE EXIST IN A SOCIAL WORLD. AND WHEN WE'RE IN THE PUBLIC SCHOOL, THAT'S A SOCIAL SETTING.

AND THEN I'LL CONCLUDE WITH SOME MORE INFORMATION ABOUT HOW I SUGGEST WE CAN IMPROVE THE CHILDREN'S SOCIAL CAPITAL WHILE THEY'RE IN THE SCHOOL AND EDUCATIONAL ENVIRONMENT.

SO NOW YOU'RE GOING TO SEE ME. THERE I AM! AREN'T I CUTE! THAT'S ONE OF MY FAVOURITE PICTURES.

WHEN I LOOK AT THOSE PICTURES, EVEN TODAY, I SEE THIS LITTLE GIRL WHO STILL LOVES TO READ. I STARTED TO LEARN TO READ THEN AND STILL LOVE TO READ NOW. AND THIS PARTICULAR BOOK IS ABOUT RUDOLPH, THE RED-NOSED REINDEER. I DON'T KNOW IF YOU

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CAN SEE THAT FROM THIS ANGLE. YES, IT'S THERE. I'M SO HAPPY. CHRISTMASTIME, THERE'S RUDOLPH.

AND THIS IS ME, HIGH SCHOOL GRADUATION. AIRBRUSHED, I THINK. RIGHT? BUT WHAT YOU SEE IS MY HAIR DRIFTING TO THE ONE SIDE, BUT I'M SUCCESSFULLY HIDING MY HEARING AID. I DON'T WANT ANYONE TO KNOW THAT I HAVE GOT A HEARING AID.

SO HERE, THIS LECTURE, WE'RE TRYING TO FOCUS MAINLY ON HARD OF HEARING STUDENTS. AND I KNOW WHAT THAT'S LIKE. I WAS HARD OF HEARING, SO I HAVE A RIGHT TO TALK ABOUT THAT LIVED EXPERIENCE.

AND THAT'S THE AUDIOGRAM OF A HARD OF HEARING STUDENT, AND THAT REFLECTS THE KIND OF HEARING I HAD WHEN I WAS IN MY ELEMENTARY YEARS. I WAS ABOUT, YOU KNOW, A 50 dB LOSS. SO THAT WOULD HAVE BEEN MY HEARING LEVEL FROM K TO GRADE 6.

HIGH SCHOOL, A LITTLE LESS HEARING. FOR ME, I HAVE A HEREDITARY LOSS, SO PROGRESSIVELY DETERIORATES. RIGHT NOW I'M FAIRLY DEAF. I PROBABLY HAVE 100 dB LOSS, BUT I STILL USE A HEARING AID, PARTICULARLY WHEN I'M AROUND HEARING PEOPLE. I ALSO USE MY OWN VOICE. I SPEAK FOR MYSELF AND HAVE ALL THESE YEARS. BUT A HEARING AID DOES HELP ME WHEN I'M COMMUNICATING ONE ON ONE IN CERTAIN ENVIRONMENTS. SO IT'S STILL AN ASSET TO ME.

NOW, A VERY IMPORTANT FACT. A VERY, VERY IMPORTANT FACT.

MY DAD. MY DAD WAS HARD OF HEARING. MY DAD WAS HARD OF HEARING. HE WAS BORN IN 1919, SO YOU CAN PICTURE THE GENERATION THAT HE WAS BORN TO. HE WAS BORN TO A POOR

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IMMIGRANT FAMILY. THE FAMILY CAME FROM GREECE ON THE ONE SIDE AND THEN ON THE OTHER SIDE FROM ITALY. HE USED A HEARING AID AS WELL, BUT OUR LIVES TOOK VERY DIFFERENT TRAJECTORIES.

MY FATHER WORKED ALL HIS LIFE IN THE NEWSPAPER BUSINESS. HE WORKED FOR THE NEW YORK DAILY NEWS 30 PLUS YEARS, AND IT WAS AFTER HE DIED WHEN I WAS TALKING WITH HIS FRIENDS AND I WAS LETTING THEM KNOW AT THE DAILY NEWS THAT HE HAD DIED. AND EVERYBODY WAS, YOU KNOW, GIVING ME MY CONDOLENCES, AND THEN THEY TOLD ME MORE ABOUT MY DAD. AND THERE WERE MANY DEAF PEOPLE WHO WORKED AT THE NEWSPAPER. THERE MUST HAVE BEEN 30 OR 40 DEAF MEN WHO WORKED AT THE DAILY NEWS. BUT MY FATHER NEVER TOLD ME THAT.

AND SO I REALIZED AS TIME WENT ON THAT HE WOULD HAVE SEEN THOSE DEAF MEN SIGNING, AND HE WOULD HAVE NOT GOTTEN INVOLVED. HE WOULD HAVE NOT TRUSTED THEM, I GUESS. HE KEPT HIMSELF ISOLATED FROM IT. HE NEVER SHOWED INTEREST IN IT EVEN THOUGH MAYBE I HAD SOME INTEREST IN THAT WHEN I WAS YOUNGER. BECAUSE I STARTED TO LEARN SIGN LANGUAGE WHEN I WAS ABOUT 20. SO FROM ABOUT 20 TO 46, THAT'S WHEN MY DAD AND I HAD OUR BIGGEST FIGHTS. WE JUST ALWAYS ARGUED. I COULD NOT CONVINCHE HIM THAT I HAD FOUND A BETTER WAY, ANOTHER WAY.

AND THEN AS IT HAPPENS WHEN HE DIED -- AND HE DIED ON MY 46TH BIRTHDAY, NOVEMBER 4TH, 1994. THAT DAY, YOU KNOW, OBVIOUSLY WAS A VERY TOUGH DAY FOR ME, BUT THAT'S THE DAY THAT THE FIRE STARTED TO BURN FOR ME. THAT'S WHEN I WANTED TO TELL OUR STORY.

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AND I THINK IT'S IMPORTANT FOR PARENTS AND TEACHERS OF TODAY WHO WORK WITH DEAF AND HARD OF HEARING CHILDREN TO KNOW OUR STORY AND KNOW THE DEEPER ISSUES AND THE IMPACT THAT OUR EXPERIENCES HAVE HAD ON US.

THE PICTURE ON THE SIDE IS MY DAD'S ARTWORK. IN RETIREMENT -- HE WAS RETIRED FOR 17 YEARS BEFORE HE PASSED, AND THAT'S WHAT HE DID. HE PAINTED. HE PROBABLY HAD ONE FRIEND THAT HE SPENT ANY TIME WITH AFTER RETIREMENT. MY DAD WAS WELL READ. HE WAS SMART. HE WAS ARTISTIC. HE WAS A THINKER. BUT HE COULD TALK TO, SAY, TWO OR THREE PEOPLE AT FAMILY GATHERINGS. NOT MANY PEOPLE GOT TO KNOW MY DAD VERY WELL BECAUSE OF THAT, BECAUSE OF HIS HEARING AND HIS APPROACH TO COMMUNICATION.

SO THAT PICTURE IS IN MY FIRST BOOK IN THE FIRST FEW PAGES. IT'S A PART OF THE FRONT END PIECE OF MY BOOK. AND FOR ME, I IDENTIFY WITH THOSE ROSES. AND I CALL IT A SOLITARY ROSE BECAUSE IT IS JUST THE ONE ROSE IN THE VASE.

SO THE FIRST BOOK, *ALONE IN THE MAINSTREAM*, THAT -- I MADE UP THAT -- THAT'S THE TITLE OF THE BOOK, BUT IT COULD ALSO BE NAMED A *DEAF WOMAN REMEMBERS PUBLIC SCHOOL*. REALLY, I WISH I HAD SAID A HARD OF HEARING WOMAN BECAUSE REALLY WHEN I WAS IN SCHOOL I WAS HARD OF HEARING. THAT WAS MY IDENTITY. ANYWAY, THAT SHOULD BE A COMMENT THAT I MAKE REGARDING THAT TITLE.

HOW IS THAT? LOUD ENOUGH? CLEAR?

OKAY. SO NOW I'M GOING TO TALK ABOUT THE RESEARCH, THE RESEARCH ON HARD OF HEARING.

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WHO ARE HARD OF HEARING PEOPLE, CHILDREN? 25 TO 75 dB LOSS. THIS IS WHAT HAS BEEN IDENTIFIED BY WHO APPEARS TO BE THE MAIN SCHOLAR STUDYING HARD OF HEARING CHILDREN. HER NAME IS MARY PAT MOELLER, AND SHE IS WITH BOYSTOWN IN NEBRASKA. AND SHE HAS DONE A VERY LARGE LONGITUDINAL STUDY WITH COLLEAGUES, AND THIS IS HOW SHE FOUND THE CRITERIA.

SO MILD TO MODERATELY SEVERE HEARING LOSS, USING HEARING AIDS RATHER THAN COCHLEAR IMPLANTS, USE SPOKEN LANGUAGE. AND THERE ARE AT LEAST 30,000 IDENTIFIED. THERE ARE PROBABLY TWICE AS MANY, BUT THAT'S HOW MANY HAVE BEEN IDENTIFIED. AND IN HER STUDY -- YOU CAN GOOGLE THAT. YOU CAN FIND HER POWERPOINTS AND ARTICLES. AND THIS IS VERY RECENT, OVER THE LAST FIVE TO TEN YEARS. SHE COMPARED 300 HARD OF HEARING WITH 115 "NORMAL HEARING". NH STANDS FOR NORMAL HEARING.

AND WE'LL TALK A LITTLE BIT ABOUT HER FINDINGS, BUT MOSTLY I'M GOING TO TALK ABOUT WHAT SHE LOOKED AT. MORE THAN HER FINDINGS, I'M GOING TO TALK ABOUT WHAT SHE LOOKED AT.

SO THE RESEARCH FOCUS IS ARE THEY USING THEIR HEARING AID AND HOW IS THEIR LANGUAGE DEVELOPMENT. ARE THE HEARING AIDS WORN. ARE THE FAMILIES TRAINED IN BEST PRACTICES, MEANING DO THEY SPEAK CLEARLY, FACE THE CHILD. THERE ARE A LIST OF BEST PRACTICES FOR LANGUAGE INPUT.

I THOUGHT THIS WAS -- THIS IS VERY IMPORTANT BECAUSE IT HAS BEEN FOUND BY A NUMBER OF DIFFERENT RESEARCHERS LOOKING AT DIFFERENT GENERATIONS OF CHILDREN, LOOKING AT THEM DIFFERENTLY, THIS IDEA THAT THE CAREGIVERS, MEANING THE PARENTS OR BROTHERS

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AND SISTERS OR WHOEVER IS THE CAREGIVERS OF THE CHILDREN, USE A LOT OF WHAT IS CALLED DIRECTIVE UTTERANCES.

I TOLD YOU TO STOP. EAT YOUR PEAS. DON'T SAY THAT.

THAT DIRECTIVE, RATHER THAN CONVERSATION. HOW WAS SCHOOL? WHAT DID YOU LEARN IN SCHOOL TODAY? OH, THAT'S INTERESTING. I LOVE LEARNING ABOUT TREES ALSO.

SO THE PARENTS AND THE CAREGIVERS OF HARD OF HEARING CHILDREN DID THAT SIGNIFICANTLY MORE THAN THE CAREGIVERS OF NORMAL HEARING CHILDREN.

INTERESTING.

NOW, ON THE OTHER SIDE, I'M GOING TO TALK ABOUT TRYING TO GIVE YOU AN IDEA OF IF THE CHILD WERE TO TELL YOU WHAT HIS OR HER ISSUES ARE AND WHAT SHOULD BE LOOKED AT, THIS IS WHAT I BELIEVE THEY WOULD SAY.

THEY FOCUS ON, HOW DO I FIT IN. HOW DO PEOPLE SEE ME? HOW DOES MY FAMILY SEE ME? HOW DO MY CLASSMATES SEE ME? WHAT DO THEY THINK OF ME?

AND THE ACOUSTICS, THE NOISE, BEING ABLE TO SEE PEOPLE'S LIPS. IT MADE THE WORLD OF DIFFERENCE.

AND SO IN 1997, THIS BOOK WAS PUBLISHED BY CLAIRE RAMSEY. IT'S CALLED *DEAF CHILDREN IN PUBLIC SCHOOLS*. THAT'S THE MAIN BOOK THAT INSPIRED ME TO WRITE MY OWN BOOKS.

SHE OBSERVED A CLASSROOM WHERE THERE WERE TWO OR THREE SECOND-GRADE BOYS. SHE WAS IN THAT CLASSROOM AT THAT SCHOOL EVERY DAY -- I'M SORRY, NOT EVERY DAY, TWICE A WEEK FOR A YEAR. AND SHE'S A HEARING INDIVIDUAL, SO SHE COULD HEAR WHAT PEOPLE

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WERE SAYING TO AND ABOUT THE CHILDREN, BUT SHE ALSO KNEW SIGN LANGUAGE, SO SHE COULD PICK UP EVERYTHING THAT WAS GOING ON.

AND SHE CALLED IT CARETAKER TALK. SHE NOTICED THAT THE OTHER CHILDREN WERE ALWAYS USING DIRECTIVES: SHH. PAY ATTENTION. RATHER THAN ENGAGING IN "NORMAL" CONVERSATION.

AND THEN THE MOST RECENT BOOK BY ANTIA AND KREIMEYER PUBLISHED IN 2015, THIS YEAR, *SOCIAL COMPETENCE OF DEAF AND HARD OF HEARING CHILDREN*. SOMETHING LIKE THAT. THEY NOTICED THE SAME THING.

SO MOELLER, RAMSEY, AND ANTIA AND KREIMEYER, DIFFERENT RESEARCHERS, DIFFERENT PLACES, DIFFERENT TIME PERIODS, ALL NOTICED THAT. I THINK THAT'S VERY IMPORTANT. IT IMPACTS A CHILD'S SELF-ESTEEM, WHICH IMPACTS EVERYTHING ELSE.

TO ME, THIS IS THE MOST IMPORTANT. IT'S THE MOST PROBLEMATIC THING, THE HARDEST THING TO FIX. IT'S EASY TO FIX A HEARING AID. IT'S EASY TO MAKE SURE THE FM SYSTEM IS WORKING. IT'S HARDER TO CHANGE HOW CLASSMATES AND TEACHERS INTERACT WITH THE CHILD.

NOW, IT HAPPENS THAT MARY PAT INCLUDES THIS IN HER POWERPOINTS. THIS MAN -- I THINK A MAN, JEFFERSON, IS FROM BRITISH COLUMBIA. OH, A WOMAN FROM BRITISH COLUMBIA.

OKAY. NOW, I LIKE THIS A LOT BECAUSE RATHER THAN JUST BEING FOCUSED ON THE CHILD, NOW WE'RE LOOKING AT THE ACOUSTICS IN THE ROOM, THE KINDS OF ACTIVITIES, AND WHAT THE TEACHER DOES. SO IT'S NOT JUST THE CHILD THAT WE'RE FOCUSED ON. THAT'S REALLY IMPORTANT.

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OKAY. I'M GOING TO -- I'M GOING TO BREEZE THROUGH.

AGAIN, I'M GOING TO GIVE YOU -- THIS IS A WORD THAT MARY PAT USES, AND I AM GOING TO TELL YOU THE WORD THAT I WOULD USE COMING FROM THAT PLACE.

OKAY. DIFFICULTY OVERHEARING SOCIAL CUES CAN RESULT IN "LACK OF GROUP ENTRY SKILLS." THE CHILD MAY WITHDRAW OR INTRUDE INAPPROPRIATELY.

INTRUDE IS A VERY NEGATIVE WORD. SO BASICALLY IMAGINE A GROUP OF 6-YEAR-OLDS IN A CLASSROOM OR PLAYGROUND, AND THEY ARE TALKING LIKE 6-YEAR-OLDS TALK.

A CHILD NEEDS TO BE ABLE TO HEAR EVERYTHING THAT IS SAID IN ORDER TO KNOW WHEN THEY CAN SAY SOMETHING. AND IT DOESN'T TAKE VERY MANY MISTAKES OR SAYING THE WRONG THING, SAYING SOMETHING -- OH, HE JUST SAID THAT, HA HA HA. OH, THAT'S A STUPID THING TO SAY.

I MEAN, I KNOW KIDS ARE LIKE THAT WITH ALL KIDS; BUT FOR THE HARD OF HEARING CHILD, IT DOESN'T TAKE VERY MANY TIMES FOR THAT TO HAPPEN FOR THEM TO WITHDRAW SOCIALLY. THEY WILL NOT INTRUDE -- WELL, MAYBE THEY WILL. BUT I THINK I HAVE MADE MY POINT.

SO HOW I WOULD PHRASE IT: IF YOU DON'T CATCH EVERYTHING, YOU CANNOT COMFORTABLY AND WITH CONFIDENCE CONTRIBUTE TO A CONVERSATION. AND THAT'S NOT FUN.

NOW, 2ND TO 4TH GRADES, INTERESTING QUOTE FROM A MOTHER. ESTABLISH PATTERNS. OKAY.

SO THIS IS A MOTHER. SHE SAYS, "A YEAR OR TWO AGO, THE

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CHILDREN'S CONVERSATION WAS NOT SO COMPLICATED, NOT SO QUICK, AND IT WAS EASIER FOR MY DAUGHTER TO KEEP UP. BUT AS SHE GETS OLDER, THE MORE SHE IS UNABLE TO STAY A PART OF THE CONVERSATION, SO THE MORE AND MORE HER STRATEGY IS TO JUST LEAVE OR NOT BOTHER."

AND I BELIEVE THIS IS VERY COMMON. IF YOU LOOK CLOSELY ENOUGH, YOU WILL SEE THIS.

OKAY. I SHOULD LET YOU GIVE THIS PART OF THE LECTURE.

JUST QUICKLY, YOU HAVE ALL SEEN -- EVERYBODY HAS TAKEN PSYCHOLOGY 101, SO YOU HAVE SEEN MASLOW. THIS IS ONE WAY OF LOOKING AT IT. MY THINKING, MY EXPERIENCE AND MY RESEARCH TELLS ME THAT WE GET KIND OF STUCK IN THE MIDDLE. IF YOU DON'T HAVE ENOUGH CLOSE FRIENDSHIPS, THEN IT'S HARD TO GO FURTHER UP. SO I BELIEVE THAT IS AN ISSUE.

SO ERIKSON TALKS ABOUT PSYCHOSOCIAL MUTUALITY. HOW YOU SEE ME, THAT'S HOW I SEE MYSELF. HOW I SEE MYSELF DEPENDS ON HOW I THINK OTHER PEOPLE SEE ME.

TATUM'S BOOK IS CALLED *WHY ARE ALL THE BLACK CHILDREN SITTING TOGETHER IN THE CAFETERIA*, AND SHE TALKS ABOUT RACIAL IDENTITY THEORY AND HOW WHEN CHILDREN REACH MIDDLE SCHOOL THEY WANT TO BE WITH OTHER KIDS WHO ARE LIKE THEM IN SOME IMPORTANT WAY. IT HAS TO DO WITH IDENTITY DEVELOPMENT.

AND THEN KLEIBER IS A LEISURE PSYCHOLOGIST, AND HE TALKS ABOUT ADOLESCENTS NEEDING -- HE CALLS IT THE FOURTH ENVIRONMENT. YOU KNOW, THE MALL, THE STREET CORNER, PLACES WHERE ADOLESCENTS HANG OUT. CAN'T HAVE ANY ADULTS AROUND. AND

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IT'S ALL ABOUT CONVERSATION. ALL.

SO IF THE CHILD, THE ADOLESCENT, HAS TROUBLE FOLLOWING EXACTLY EVERYTHING THAT'S BEING SAID, THEN IT WILL BE DIFFICULT TO PARTICIPATE.

SO PREPARING FOR THIS LECTURE AND READING MARY PAT'S WORK AND THINKING ABOUT ALL THIS STUFF HAD ME TAKING A TRIP DOWN MEMORY LANE TO MY OWN MIDDLE SCHOOL. WE CALLED IT JUNIOR HIGH SCHOOL. MIDDLE SCHOOL AND HIGH SCHOOL YEARS AND HOW DIFFICULT THOSE WERE FOR ME AND HOW THIS IS BASICALLY WHAT I WANT PEOPLE TO UNDERSTAND BECAUSE I COULDN'T FIND A DRAWING LIKE THAT ON THE INTERNET. I MADE IT MYSELF. OKAY? SO THAT'S MY CARPET IN CASE YOU WERE WONDERING. OKAY?

SO I CALL IT ON THE FENCE.

I'VE GOT A SIGN FOR IT. (SIGNING)

SO IF THE CHILD HAS A 50 TO 40 dB LOSS. SO YOU THINK ABOUT ONE-ON-ONE CONVERSATION AND GROUP CONVERSATION. AND FOR GROUP CONVERSATION, IT'S NOT JUST SITTING IN A CLASSROOM WITH A GROUP OF CHAIRS TOGETHER, BUT IT'S IN THE HALLWAY, THE CAFETERIA, THE LOCKER ROOM, OUT ON THE SPORTS FIELD.

AND THERE'S ALWAYS -- I HAVE ANOTHER SIGN FOR IT.

(SIGNING)

WHAT DO YOU CALL THAT? MY FRIENDS AND I, WE CALL IT THE PACMAN PHENOMENON. REMEMBER PACMAN? BUT IT'S THE CONCEPT OF CONVERSATION. YOU KNOW, A COUPLE OF PEOPLE OVER HERE HAVING A CONVERSATION, A COUPLE OF PEOPLE OVER HERE. EVERYWHERE. EVERYWHERE ALL THE TIME CONVERSATIONS ARE HAPPENING.

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AND SO IT'S IMPORTANT TO THINK ABOUT HOW MUCH OF THAT THE CHILD HAS ACCESS TO. SO AT 25 TO 40 dB, MAYBE THEY GET SOME. MAYBE THEY GET A LOT. BUT ONCE YOU MOVE OVER TO 55-70 dB, WHICH IS STILL CONSIDERED HARD OF HEARING, MAYBE IN A QUIET ENVIRONMENT IF THE PERSON SPEAKS CLEARLY, DOESN'T HAVE A MOUSTACHE, ISN'T CHEWING GUM, DOESN'T HAVE A CIGAR, THEN A CONVERSATION CAN BE HAD SUCCESSFULLY.

BUT THAT CHILD IS GOING TO HAVE MORE TROUBLE GETTING EVERYTHING THE KIDS ARE SAYING IN A GROUP.

OKAY. NOW, THE LINE UP ON TOP -- AND I'M GOING TO TALK ABOUT SOCIAL CAPITAL IN JUST A MINUTE. THE NEED FOR SOCIAL CAPITAL WITH "KIDS LIKE ME."

SO THE MORE DIFFICULTY THEY HAVE ACCESSING THIS (SIDE CONVERSATIONS), THE MORE DIFFICULTY THEY HAVE ACCESSING THAT, THE MORE THEY NEED TO HAVE TIME AND PLAY WITH OTHER KIDS LIKE THEM. THAT'S PART OF SOCIAL CAPITAL.

OKAY. THE CONCEPT COMES FROM ROBERT PUTNAM IN THAT BOOK, *BOWLING ALONE*. HE NOW HAS TWO MORE BOOKS: *BETTER TOGETHER* AND *OUR KIDS*.

HAVE YOU HEARD OF HIM? YOU MUST GET HIS BOOK.

HE'S TALK ABOUT COMMUNITY. HE'S TALKING ABOUT THE GLOBAL CAPITAL -- I'M SORRY. NO, NO, NO. THE SOCIAL CAPITAL OF THE UNIVERSITY OF EDMONTON. AND I'VE BROUGHT IT DOWN TO THE LEVEL OF THE INDIVIDUALS.

THERE ARE TWO KINDS. BONDING SOCIAL CAPITAL IS WHAT WE HAVE WITH PEOPLE WHO ARE LIKE OURSELVES IN SOME IMPORTANT WAY.

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MAYBE THE SAME ETHNIC IDENTITY, MAYBE THE SAME GENDER IDENTITY, MAYBE THE SAME DEAF OR HEARING. SOMETHING. MAYBE YOU JUST CAME, REFUGEES, WHATEVER. IT'S A CONNECTION WITH PEOPLE WHO SHARE AN IMPORTANT IDENTITY THAT YOU HAVE. BONDING SOCIAL CAPITAL.

AND HE CALLS IT SOCIOLOGICAL SUPERGLUE BECAUSE IT KEEPS PEOPLE TIGHTLY KNIT.

THE OTHER FORM IS CALLED BRIDGING SOCIAL CAPITAL, AND THAT'S OUR CONNECTIONS WITH PEOPLE WHO ARE DIFFERENT FROM OURSELVES IN THAT SAME IMPORTANT WAY. IT'S AN OVERSIMPLIFICATION, BUT IT'S A WAY, I THINK, TO LOOK AT THE NEEDS OF HARD OF HEARING CHILDREN.

AND THE BRIDGING SOCIAL CAPITAL IS SOCIOLOGICAL WD-40. IT MAKES RELATIONSHIPS SMOOTH, SO TO SPEAK.

NOW, WHAT? LESSONS FROM REALITY TELEVISION? WHAT COULD THAT POSSIBLY BE?

SIMPLE. OH, I WENT BACK. SORRY.

DO YOU GET THAT HERE IN CANADA? DO YOU REMEMBER WHAT I'M TALKING ABOUT?

OKAY. SHE WAS PROBABLY THE FIRST DEAF OR HARD OF HEARING PERSON ON A REALITY TELEVISION SHOW. THE THING THAT REALLY GOT ME ABOUT THIS IS THAT THE PHILADELPHIA NEWSPAPER INTERVIEWED HER FATHER, AND HER FATHER TOLD THE NEWSPAPER THAT HE COULD NOT STOP CRYING EVERY TIME HE WATCHED THAT PROGRAM BECAUSE HE REALIZED THAT HE NEVER UNDERSTOOD HOW DIFFICULT IT WAS FOR CHRISTY. HE NEVER UNDERSTOOD HOW HARD IT WAS FOR HER TO BE

PART OF THE GROUP.

DOESN'T THAT JUST GET YOU!

SO IT'S SO IMPORTANT FOR PARENTS AND TEACHERS TO KNOW, TO UNDERSTAND WHAT THE CHILD IS EXPERIENCING.

ANOTHER ONE. DO YOU KNOW WHO THAT IS? YOU GET THAT? OKAY. THOSE ARE THE JUDGES FROM DANCING WITH THE STARS.

THAT DEAF GIRL. THE THING THAT GOT ME ABOUT THIS -- IT MADE ME CRAZY. IT MADE ME NOT WANT TO WATCH THE SHOW. EVERY -- WELL, NOT EVERY TIME BUT AT LEAST EVERY OTHER TIME THAT MARLEE, THE JUDGES WERE TALKING TO HER. "OH, MARLEE, YOU'RE JUST SO AMAZING. I JUST CAN'T IMAGINE HOW YOU DANCE SO WELL WHEN YOU CAN'T HEAR THE MUSIC."

OH! TALK ABOUT -- RATHER THAN SEEING HER AS A PERSON, THEY SAW HER AS A DEAF PERSON. AND THEY COULDN'T -- WOW. THEY COULDN'T GET PAST IT.

ONE MORE. CAN YOU GUESS WHAT'S NEXT?

SORRY.

AMERICA'S NEXT TOP MODEL. THIS WAS A MONTH AGO, MAYBE FIVE WEEKS AGO, SIX WEEKS AGO. SO YOU CAN TELL WHICH ONE IS THE DEAF GUY, ON THE FAR LEFT. OKAY. HE WAS USING HIS PHONE FOR TEXT TO SPEECH. SO HE WOULD TYPE WHAT HE WANTED TO SAY, AND THE PHONE WOULD SPEAK. AND WHEN A PARTY WAS HAPPENING, THEY TOOK THE PHONE AWAY FROM HIM. THEY STARTED PLAYING WITH IT AND TAKING PICTURES.

SO ON SOCIAL MEDIA, (SEE DISPLAY) "WITHOUT MY PHONE, I JUST GET LOST."

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SO THIS IS NYLE DIMARCO. I BELIEVE HE'S STILL IN THE RUNNING, AND THERE'S ONLY FOUR OR FIVE WEEKS LEFT. BUT *THE MODEL OF MARGINALIZATION* IS THE NAME OF AN ARTICLE WRITTEN BY A DEAF WOMAN THAT YOU HAVE TO READ. IT'S EXCELLENT.

SO KEEPING THAT IN MIND, PLEASE REMOVE THE BURDEN FROM ONLY THE HARD OF HEARING CHILD.

NOW, THIS IS ON THE INTERNET. "STUDENTS WITH HEARING LOSS WHO LISTEN AND USE SPOKEN LANGUAGE MUST EMPLOY CREATIVE STRATEGIES AT AN EARLY AGE IN ORDER TO BE SUCCESSFUL, ESPECIALLY IN THE AREA OF SOCIAL INTERACTION WITH PEERS.

"THESE TACTICS CAN INCLUDE SPEECHREADING TO ENHANCE LISTENING SKILLS, ASKING QUESTIONS FROM THOSE NEXT TO THEM, AND UTTERING THE WELL-KNOWN "WHAT" RESPONSE WHEN ENGAGED IN CONVERSATION."

THIS IS FROM -- NOT THAT IT'S WRONG, BUT IT PUTS TOO MUCH FOCUS ON THE CHILD MAKING THE CHANGES, ADAPTING TO THE ENVIRONMENT RATHER THAN THE TEACHER, THE CLASSMATES BEING PART OF THE SOLUTION. SO I DON'T LIKE THAT.

SO INSTEAD -- SO WE HAVE BRIDGING SOCIAL CAPITAL AND BONDING SOCIAL CAPITAL. THE CHILD NEEDS BOTH. SO WHAT CAN WE DO TO MAKE IT BETTER?

OKAY. NOW I'M BACK TO AMERICAN SIGN LANGUAGE FOR MY MODE OF COMMUNICATION.

SO IN THE SCHOOLS, WHAT CAN WE DO? I THINK WE CAN START BY PROVIDING IN-SERVICE TRAINING. WHETHER IT'S TEACHERS, ADMINISTRATORS, INTERPRETERS, EVEN PARENTS, WE NEED TO KNOW

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ABOUT SUCCESSFUL DEAF PEOPLE, SUCCESSFUL HARD OF HEARING PEOPLE. WHAT WAS THEIR EXPERIENCE? AND WE HAVE GOT LOTS OF INFORMATION AVAILABLE THROUGH BLOGGERS AND VLOGGERS, MUSICIANS AND ACTORS, ALL THESE DIFFERENT PEOPLE IN OUR COMMUNITIES WHO ARE SUCCESSFUL ROLE MODELS. WE HAVE GOT DEAF AND HARD OF HEARING FOOTBALL PLAYERS. WE HAVE GOT ALL KINDS OF ATHLETES, SPORTS FIGURES, PEOPLE IN THE PROFESSIONS. AND WE HAVE GOT LOTS OF OPPORTUNITIES TO HAVE THESE INTERACTIONS WITH ROLE MODELS THROUGH CAMPS, THROUGH DIFFERENT KINDS OF WORKSHOPS. THERE'S WAYS TO SHOW THESE DEAF AND HARD OF HEARING CHILDREN THE SKILLS THEY NEED FROM THESE SUCCESSFUL ROLE MODELS.

AND ALSO IT'S IMPORTANT THAT THEY KNOW THAT THEY'RE NOT ALONE.

IN MY CONCEPTION OF THE CLASSROOM, WHEN YOU HAVE A DEAF OR HARD OF HEARING CHILD IN THE MAINSTREAM, THAT THAT PERSON SHOULD BE CELEBRATED. WOW! LOOK AT THIS. WE HAVE GOT SALLY IN OUR CLASS. NOW, SHE'S HARD OF HEARING. SO WHAT ARE THE DIFFERENT WAYS THAT WE CAN CELEBRATE THE DIFFERENT PEOPLE IN OUR CLASSROOM INSTEAD OF KIND OF COMING ACROSS AS OH, MY GOSH, WE HAVE A HARD OF HEARING STUDENT IN OUR CLASS. WHAT ARE WE GOING TO DO?

WE HAVE TO MAKE SURE THAT THEY ARE MEMBERS OF THE CLASS, THEY ARE MEMBERS OF THE SCHOOL, FULL AND EQUAL MEMBERS LIKE THEIR COLLEAGUES, THEIR PEERS.

AN IDEA THAT CAME TO MIND FOR ME WHILE AT WORK -- I DON'T KNOW WHETHER THERE'S A TECHNOLOGY OUT THERE, BUT I THINK IT

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COULD BE WORKED ON. MY IDEA IS THAT -- LET'S LOOK AT THE MIDDLE SCHOOL AGES, GRADES 6 TO 8.

NOW, THERE'S LOTS OF DEVICES IN OUR CLASSROOMS. WE KNOW THAT EVERYBODY HAS A PHONE. BUT MAYBE WHAT WE COULD DO IS HAVE TURN-TAKING WITH THE STUDENTS TEXTING, MUCH LIKE IN A WAY THE CART SERVICES PROVIDED HERE. BUT EACH STUDENT IN THE CLASS TAKING TURNS INFORMING THE DEAF KID, THE HARD OF HEARING KID ABOUT WHAT'S GOING ON. SO WE CAN -- THERE'S OTHER DEVICES, AN IPAD OR A PHONE OR SOMETHING, RIGHT, SO THAT WE CAN HAVE THIS CONNECTION. AND SO THAT THEY KNOW WHEN THERE'S A MISTAKE TOO, WHEN THEY CAN IDENTIFY WHEN A MISTAKE HAS BEEN MADE BUT THEY HAVE ALLIES IN THE CLASS GIVING THEM ADVICE.

SO AGAIN, THE BURDEN IS NOT ALWAYS ON THE DEAF OR HARD OF HEARING CHILD. THE ROLE BELONGS TO EVERYONE TO MAKE SURE THAT THAT DEAF OR HARD OF HEARING CHILD IS AN EQUAL MEMBER AND UNDERSTANDING WHAT'S GOING ON IN THE CLASSROOM. AGAIN, USING SOCIAL MEDIA. AND I HAVE A LIST OF RESOURCES THAT I CAN SHARE. I CAN, YOU KNOW, SHARE AND CAN BE POSTED ON YOUR WEBSITE. BUT THERE'S SOCIAL MEDIA EXAMPLES OF FILMS, BOTH EXPRESSIVE IN TERMS OF PERFORMING ARTS THAT CAN BE DONE WITH CHILDREN, INTERPRETED SONGS.

BUT THOSE MEDIA CAN BE USED TO HAVE THE HEARING CHILDREN LEARN HOW TO SOCIALIZE MORE EFFECTIVELY WITH THEIR HARD OF HEARING CLASSMATE.

WE NEED TO ALSO ENCOURAGE DIRECT COMMUNICATION. WE KNOW THAT LOTS OF SETTINGS HAVE INTERPRETERS, AND INTERPRETERS HAVE

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GIVEN ME -- HAVE TOLD ME THEIR EXPERIENCES IN THE CLASSROOM AND HOW -- YOU KNOW, THE ROLE OF THE INTERPRETER FOR THE HARD OF HEARING CHILD OR THE DEAF CHILD IN THE CLASSROOM WHILE THEY'RE INTERACTING WITH THEIR PEERS. BUT YOU WANT THEM TO LET THEM HAVE THAT EXPERIENCE ON THEIR OWN. YOU DON'T WANT TO HAVE AN EXTRA ADULT IN THIS DYNAMIC, RIGHT? BUT HOW ARE THEY GOING TO KNOW WHAT'S BEING SAID? SO THE INTERPRETERS ARE TRYING TO FACILITATE COMMUNICATION, BUT THE DEAF CHILD IS WRONG. THEY'RE NOT GETTING THE INFORMATION ON TIME. THEY'RE NOT REALLY INCLUDED. THEY ARE LIKE, A FORK? YOU'RE TALKING ABOUT A FORK? YOU KNOW, THE COMMUNICATION IS SO SIMPLIFIED, IT'S ALMOST USELESS.

BUT IF WE CAN REWARD DIRECT COMMUNICATION SO THAT THEIR PEERS ARE ACTUALLY COMMUNICATING DIRECTLY TO THE HARD OF HEARING CHILD, THAT WOULD BE MORE EFFECTIVE THAN USING INTERPRETERS IN THE CLASSROOM.

GO AHEAD AND JUST READ THIS SLIDE.

I WAS TALKING ABOUT THIS ARTICLE LAST NIGHT. I GUESS YOU CAN'T REALLY SEE IT.

LECTURE ME. REALLY. THAT'S THE TITLE OF THE ARTICLE.

IN THE NEW YORK TIMES LAST SUNDAY THIS ARTICLE WAS PUBLISHED, AND IT WAS ABOUT WE NEED TO GO BACK TO SITTING QUIETLY, LISTENING AND ATTENDING TO OUR INSTRUCTORS, TO OUR TEACHERS, TO OUR PROFESSORS. SITTING QUIETLY AND PAYING ATTENTION, NOT BEING DISTRACTED BY, YOU KNOW, OUR PHONES, OUR FACEBOOK PAGE AND ANYTHING ELSE THAT'S GOING ON.

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WE HAVE GOT COMPUTERS IN FRONT OF US ALL THE TIME, ALL THESE DEVICES, AND THE ABILITY OR EVEN THE WILLINGNESS TO SIT AND QUIETLY ATTEND AND SHOW RESPECT TO OUR PROFESSORS IS DETERIORATING.

SO NOT JUST UNIVERSITIES, I WOULD SUGGEST, BUT IT NEEDS TO ALSO HAPPEN IN SCHOOLS. WE HAVE TO LEARN HOW TO PROPERLY TAKE TURNS AND SHOW RESPECT WHILE OTHERS ARE COMMUNICATING OR HAVING THEIR TURN. AND SLOW DOWN.

I THINK IF WE DID THAT IT WOULD HELP EVERYONE, BUT IT WOULD CERTAINLY HELP THE HARD OF HEARING PERSON. BUT THAT KIND OF APPROACH WOULD HELP EVERYONE, ALL OF US, IF WE JUST TOOK OUR TIME, IF WE TOOK TURNS WHEN WE SPOKE, AND WE JUST LISTENED.

SO THERE -- YEAH. THAT'S THE POINT I WAS MAKING IN TERMS OF TAKING TURNS WHILE TALKING, BEING RESPECTFUL, BEING THOUGHTFUL ABOUT WHAT WE'RE SAYING. AND IN THIS CASE, MAKING EYE CONTACT, LOOKING WHILE SPEAKING. THAT'S AN APPROACH I THINK I WOULD LIKE.

I THINK THE NEW CATCH-WORD IN TODAY'S SOCIETY IS MINDFULNESS. WE COULD TEACH MINDFULNESS IN A LITTLE MORE FOCUSED WAY IN OUR CLASSROOMS, AND I THINK THAT WOULD HELP ALL CHILDREN.

SO NOW I WANT TO TALK A LITTLE BIT MORE ABOUT BONDING SOCIAL CAPITAL.

SO WHEN WE ARE TALKING ABOUT HARD OF HEARING CHILDREN IN THE CLASSROOM, THAT'S REALLY THE BRIDGING OF SOCIAL CAPITAL. BUT WHAT ABOUT THE BONDING SIDE?

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CHILDREN NEED FRIENDS THAT ARE LIKE THEMSELVES. WE WANT FRIENDS, KIDS, WHO ARE LIKE OURSELVES. SO I'M SUGGESTING TO PARENTS AND TEACHERS, LOOK FOR SUMMER OR WEEKEND PROGRAMS. I KNOW HERE IN EDMONTON, AT LEAST I FOUND OUT LAST NIGHT, THAT YOU HAVE AN AFTERNOON PROGRAM CALLED -- WHAT IS IT? SKILLS SHOP? SKILL SHOP. YES, OKAY.

LINDA CUNDY WAS EXPLAINING THAT TO ME LAST NIGHT, AND APPARENTLY IT'S ONE AFTERNOON A MONTH WHERE HARD OF HEARING KIDS COME TOGETHER, AND THEY COME FROM ALL OVER THE PROVINCE. THEY COME -- OR THERE'S OTHER CAMPS OR OTHER WORKSHOPS WHERE THEY CAN COME FROM ALL OVER THE PROVINCE. BUT THE IMPORTANT PART OF IT IS TO BOND WITH PEOPLE WHO ARE LIKE THEMSELVES. THAT'S GAINING SOCIAL CAPITAL, AND THAT REQUIRES YOU INTERACTING WITH PEOPLE THAT ARE LIKE YOU IN SOME FASHION OR ANOTHER.

HERE ARE SOME EXAMPLES OF OTHER PROGRAMS. IN THE STATES, WE HAVE QUITE A BIT, BUT NEVER ENOUGH.

I THINK ONE TIME I COUNTED HOW MANY CAMPS WE HAD, AND I THINK I GOT TO THE NUMBER ABOUT 50. BUT EACH CAMP CAN SERVE ONLY ABOUT 30 OR 40 KIDS. SO 50 TIMES 30 OR 40 IS ONLY ABOUT 2000 KIDS WHO ARE HAVING A CAMP EXPERIENCE. AND WHEN THERE'S AT LEAST, YOU KNOW, 20,000 OR 200,000, WE'RE NOT MEETING THE NEED.

SO IF WE CARE ABOUT THESE KIDS, WE REALLY HAVE TO ROLL UP OUR SLEEVES AND START THINKING ABOUT HOW TO PROVIDE THESE AND CONVINCING GOVERNMENT AND CONVINCING FUNDERS TO PAY FOR IT.

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BECAUSE THEY'RE NOT GETTING THEIR NEEDS MET IN THE PUBLIC SYSTEM. HARD OF HEARING KIDS ARE NOT GETTING THAT EXPERIENCE. THEY MIGHT HAVE ONE FRIEND. ALL THEY'RE GETTING IN SCHOOLS ARE THESE DIRECTIVE INTERACTIONS. SHH. BE QUIET. PAY ATTENTION. ALL THESE KINDS OF THINGS.

INSTEAD, THEY NEED SOCIAL CAPITAL WITH TRUE FRIENDS THAT THEY CAN BOND WITH WHO HAVE SIMILAR LIFE EXPERIENCES. AND SO WE'RE HOPING THAT MORE STATES WILL HAVE THESE KINDS OF SUMMER OR WEEKEND PROGRAMS FOR THE KIDS TO GET TOGETHER.

SO IN CLOSING, I CALL WHAT I'M GOING TO SHOW YOU A POEM. I DON'T KNOW IF IT'S REALLY A POEM, BUT IT'S MY EXPRESSION OF MY FEELINGS ABOUT MAKING LIFE BETTER.

I BELIEVE ALL DEAF AND HARD OF HEARING CHILDREN DESERVE TO BE EXPOSED, FROM INFANCY -- FROM INFANCY -- TO TWO EQUAL AND PARALLEL WORLDS. THEY'RE BOTH EQUAL AND THEY'RE BOTH IMPORTANT.

EACH OF THESE WORLDS HAS DIFFERENT OPPORTUNITIES, RICH EXPERIENCES TO BE HAD, ASSETS AND CHALLENGES.

AND THESE TWO WORLDS NEED TO EQUALLY RESPECT ONE ANOTHER AND BE RESPECTED BY THE ADULTS AROUND THEM. WE HAVE TO REALIZE THAT THE HEARING WORLD AND THE DEAF WORLD ARE FULL OF FANTASTIC PLACES TO LIVE IN.

AND WHEN WE HAVE MEMBERSHIP IN BOTH WORLDS, IT IS A WAY FOR CHILDREN TO BECOME ADULTS WHO CAN FREELY AND JOYFULLY CHOOSE THE DEPTH AND BREADTH OF ASSOCIATION.

AND WHAT IT MEANS IS THESE CHILDREN CAN HAVE CHOICES. THEY

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CAN BE IN EITHER WORLD FOR A YEAR, A MONTH, THEIR WHOLE LIVES,
BUT THEY CAN PARTICIPATE IN TWO WORLDS.

THAT'S IT. THANK YOU.

(Applause)

>> Dr. Lynn McQuarrie: THANK YOU, GINA.

IT IS NOW MY DISTINCT PLEASURE TO WELCOME AN EDUCATIONAL
LEADER WITH PASSION AND VISION AND A VERY STRONG PARTNER OF THE
WESTERN CANADIAN CENTRE OF DEAF STUDIES, SANDRA MASON,
SUPERVISOR OF THE ALBERTA SCHOOL FOR THE DEAF AND THE TEVIE
MILLER HERITAGE SCHOOL PROGRAM, EDMONTON PUBLIC SCHOOLS, TO
RESPOND TO THE LECTURE AND TO OPEN UP OUR -- LEAD OFF OUR
QUESTION PERIOD.

SANDRA.

>> Ms. Sandra Mason: FIRST I'M GOING TO SIGN. I'M GOING TO
FOLLOW YOUR MODELLING, GINA, AND SIGN AND SPEAK.

SO I WOULD LIKE TO OPEN BY THANKING YOU SO MUCH FOR YOUR
PRESENTATION AND YOUR STORIES, ESPECIALLY ABOUT YOUR FATHER.
EACH DEAF OR HARD OF HEARING PERSON HAS THEIR OWN STORIES, AND
YOURS HAVE REMINDED US ABOUT WHAT WE HAVE LEARNED IN OUR OWN
LIVES. I'M AN EDUCATOR FIRST, BUT STILL I HAVE TO CONTINUE
LEARNING. AND THE SUPERINTENDENT OF OUR SCHOOL BOARD HAS
EMPHASIZED THAT KIND OF NEED FOR LEARNING, SO THANK YOU VERY
MUCH FOR THAT.

SO NOW I'M GOING TO SWITCH AND SPEAK.

TESTING. CAN YOU HEAR ME?

WHEN I WAS ASKED TO GIVE A RESPONSE TO THE LECTURE, I GOT

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REALLY EXCITED. AND NOW I JUST HAVE A LOT OF QUESTIONS. SO I'M GOING TO TELL YOU WHAT I WAS EXCITED ABOUT, AND THEN I'M GOING TO ASK THE FIRST, I HOPE, OF MANY QUESTIONS.

WHEN YOU TALKED ABOUT SOCIAL CAPITAL, VERY TIMELY, VERY RELEVANT FOR US. ALBERTA SCHOOL FOR THE DEAF IS WHERE I CURRENTLY WORK AND WHERE I SERVE THE WONDERFUL COMMUNITY THAT IS IN EDMONTON AND BEYOND.

BUT WE'RE ALSO PART OF EDMONTON PUBLIC SCHOOLS, AND SOCIAL CAPITAL WAS AN OPENING -- ONE OF OUR SUPERINTENDENT'S OPENING REMARKS AROUND WHAT OUR WORK IS. AND I'M GOING TO GIVE YOU HIS DEFINITION OF SOCIAL CAPITAL, AND I THINK IT'S AN EXTENSION OF EXACTLY WHAT YOU TALKED ABOUT.

SO IN NOVEMBER OF 2013, HE CHARGED US AS LEADERS IN EDMONTON PUBLIC SCHOOLS TO REMIND OURSELVES OF OUR ROLE WITHIN THE COMMUNITY. AS EDUCATORS, WE NEED TO WORK ALONGSIDE OTHER LEADERS IN THE COMMUNITY TO SERVE THE CHILDREN AND THE STUDENTS THAT WE DO.

AND HE CHARGED US WITH THE FOLLOWING: TO USE CONNECTIONS TO MOBILIZE RESOURCES, BUILD ALLIANCES, AND CREATE EFFECTIVE TEAMS.

AND THAT CANNOT BE MORE TRUE IN THE FIELD OF DEAF AND HARD OF HEARING EDUCATION. WHETHER THE STUDENTS ARE IN A CONGREGATED SETTING, LIKE ALBERTA SCHOOL FOR THE DEAF, OR WHETHER THE FAMILIES HAVE CHOSEN A MAINSTREAM SETTING, HOW DO WE AS EDUCATORS AND LEADERS ALIGN OUR RESOURCES AND BUILD THOSE EFFECTIVE TEAMS?

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WE TALK ABOUT IT ALL THE TIME IN THE FIELD OF LOW INCIDENCE OF STUDENTS IDENTIFIED AS DEAF AND HARD OF HEARING. THERE IS LOW INCIDENCE OF EXPERTISE AND RESOURCES. AND WHILE WE HAVE MADE GREAT, GREAT ADVANCES IN EVERYTHING FROM TECHNOLOGY TO COMMUNICATION TO SOCIAL MEDIA, WE STILL -- THERE'S A TREMENDOUS AMOUNT OF WORK TO DO IN BUILDING CAPACITY AND THAT SOCIAL CAPITAL.

SO I REALLY, REALLY WANT TO THANK YOU FOR TOUCHING ON EXACTLY THE WORK THAT WE'RE DOING EVERY DAY HERE.

OUR CONTEXT -- OUR CURRENT CONTEXT AT ALBERTA SCHOOL FOR THE DEAF, WE REPRESENT A PORTION OF THE STUDENTS IN ALBERTA, CERTAINLY NOT ALL OF THE STUDENTS IN ALBERTA, BUT WE STRIVE EACH AND EVERY DAY TO LIVE SOCIAL CAPITAL. WE ABSOLUTELY AS A SCHOOL CANNOT DO WHAT WE DO IF WE DON'T HAVE THE PARTNERSHIPS AROUND US. WE HAVE -- MANY OF THEM REPRESENTED IN THE ROOM. THE CENTRE HERE AT THE UNIVERSITY. MY DEAR FRIEND AND COLLEAGUE, CHERYL REDHEAD, TO MY LEFT, YOUR RIGHT. SHE IS THE CEO OF CONNECT SOCIETY THAT OFFERS EARLY INTERVENTION, EARLY EDUCATION, AND FAMILY SUPPORT SERVICES. WE COULD NOT DO WHAT WE DO WITHOUT HER. AND WE'RE CONSTANTLY STRIVING TO FIGURE OUT HOW OUR WORK INTERSECTS SO WE CAN SUPPORT CHILDREN AND FAMILIES REGARDLESS OF WHERE THEY ATTEND SCHOOL.

SO I AM REALLY CURIOUS TO KNOW ABOUT, BECAUSE YOU HAVE TRAVELED A LOT -- YOU HAVE SEEN A LOT, A LOT MORE THAN I HAVE -- OTHER EXAMPLES YOU KNOW WHERE THERE ARE HUBS WHERE MULTIPLE MINISTRIES WORK TOGETHER, PERHAPS IN THE SAME BUILDING. DO YOU

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KNOW OF TRENDS, PERHAPS, OF SCHOOLS IN THE STATES WHO MIGHT SERVE STUDENTS IN COMMUNITY SCHOOLS. I'M WONDERING IF YOU HAVE ANY EXAMPLES SUCH AS THAT, WHERE THE SOCIAL CAPITAL IS ALSO NOT ABOUT THE CHILDREN TO CHILDREN, STUDENT TO STUDENT, BUT EDUCATORS TO EDUCATORS, SLPs TO SLPs, INTERPRETERS TO INTERPRETERS, AND HOW WE'RE BUILDING -- HOW CAPACITY HAS BEEN BUILT BEYOND.

A QUESTION FOR YOU.

WE HAVE LOTS TO LEARN. I AM FIRST A STUDENT, SECOND AN EDUCATOR.

>> Dr. Gina Oliva: THANK YOU FOR FOLLOWING ME, FOR DOING THE SAME THING I'M DOING.

OKAY. FIRST OFF, TEXAS AND MAINE. IN TEXAS, THE OUTREACH ARM OF TEXAS SCHOOL FOR THE DEAF, THEY HAVE THREE TIMES A YEAR -- IT'S CALLED THE DISCOVERY RETREAT. IT ONLY SERVES MAINSTREAM KIDS, HIGH SCHOOL.

THE GUY WHO SET IT UP, HIS WIFE IS A COUNSELLOR IN THE PUBLIC SCHOOLS, SO -- AND THAT WAS ONE WAY THAT HE WAS ABLE TO CONVINCED SCHOOLS AND PARENTS TO SEND THEIR CHILDREN.

THAT'S ONE EXAMPLE OF SUCCESS.

IN THE STATE OF MAINE, WHICH I HAD MENTIONED TO LYNN THE OTHER NIGHT BECAUSE THEY HAVE A LOT OF RURAL AREAS WHICH YOU HAVE HERE IN ALBERTA, THEY DO THIS -- THEY HAVE REGIONS. AND THEY SEND THEIR STAFF FOR, LIKE, EIGHT WEEKS HERE, EIGHT WEEKS THERE, EIGHT WEEKS HERE, TO DO AFTER-SCHOOL PROGRAMS FOR THE CHILDREN.

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YOU MADE AN INTERESTING POINT ABOUT INTERPRETERS TO INTERPRETERS, SLPs TO SLPs, AUDIOLOGISTS TO AUDIOLOGISTS.

SO PART OF THE PROBLEM, I THINK -- I MEAN, THE BIG PROBLEM CONTINUES TO BE THAT DIVISION BETWEEN THE PEOPLE WHO SUPPORT SIGN LANGUAGE AND THE PEOPLE WHO DON'T. AND IT'S BEEN GOING ON FOR SO LONG, AND I KEEP HOPING THAT, YOU KNOW, MAYBE SOMETHING LIKE THIS OR-- AND, IN FACT, ALSO THAT NOW THERE'S FINALLY SOME ARTICLES THAT TELL US THAT THE CHILDREN WITH IMPLANTS STILL HAVE DIFFICULTIES IN NOISY SITUATIONS. SO THEY FUNCTION HARD OF HEARING.

AND AS A MATTER OF FACT, I'M THINKING OF IT, ANOTHER SUMMER PROGRAM THAT JUST HAPPENED THIS PAST SUMMER SPONSORED BY A GROUP IN COLORADO CALLED NO BARRIERS U.S.A. IT IS A PROGRAM FOR STUDENTS WITH DISABILITIES. SO IT'S UNDER THE DISABILITY UMBRELLA, BUT THE YOUNG WOMAN WHO WORKS THERE AND RUNS THE PROGRAMS FOR THE DEAF, FOR DEAF STUDENTS, USED TO WORK AT CLARKE SCHOOL. CLARKE SCHOOL IN THE UNITED STATES IS LIKE THE FOREMOST AURAL SCHOOL.

SO THIS YOUNG WOMAN WORKED THERE FOR FOUR OR FIVE YEARS TEACHING MATH AND SCIENCE AND RUNNING THEIR SUMMER PROGRAM. SHE HAPPENS TO KNOW SIGN LANGUAGE BECAUSE IN THE AREA WHERE CLARKE SCHOOL IS IN WESTERN MASSACHUSETTS, THERE ARE MANY COLLEGES THAT HAVE SIGN LANGUAGE CLASSES. SO KAITLYN IS A SIGNER.

BEAR WITH ME.

THIS PAST SUMMER, SHE TOOK THE GROUP TO PERU. AND BEFORE,

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ALL OF HER CONTACTS ARE WITH NON-SIGNING DEAF AND HARD OF HEARING STUDENTS BECAUSE THAT'S WHO SHE MET AT CLARKE SCHOOL. SO ALL OF HER PARTICIPANTS ARE STUDENTS WITH IMPLANTS WHO DON'T SIGN.

BUT THEY WERE GOING TO VISIT A DEAF SCHOOL IN PERU, SO THEY NEEDED TO LEARN SOME PERUVIAN SIGN LANGUAGE BEFORE THEY WENT. A BACK DOOR! SO IT IS A WAY FOR THOSE STUDENTS TO REALIZE THAT SIGN LANGUAGE IS A GOOD THING.

MAYBE I'M PREACHING TO THE CHOIR HERE, BUT IT'S STILL A BIG BARRIER WHERE PEOPLE THINK THAT SIGN LANGUAGE IS NOT FOR EVERYONE.

SO THEY GET TO PERU, AND IT'S NOISY. EVERYWHERE. WHEREVER THEY WENT, IT WAS NOISY. SOMEHOW IN THE NOISY ENVIRONMENT, KAITLYN STARTED TO SIGN, SO SHE'S SIMCOM-ING, SIGNING AND SPEAKING AT THE SAME TIME. AND THE KIDS WERE LIKE, WOW! THAT HELPED A LOT.

SO THROUGHOUT THE WHOLE TEN DAYS, SHE'S SIMCOM-ING WITH THESE C.I. KIDS WHO "DON'T KNOW SIGN LANGUAGE."

I'M GOING AROUND IN CIRCLES A LITTLE BIT HERE, BUT I DO THINK THAT THE ANSWER IS IN THE ADULTS. IT'S IN THE PROFESSIONALS, THE SLPs, THE INTERPRETERS. IF SOMEHOW YOU CAN HARNESS AND TEACH THEM THAT THEMSELVES, THEY NEED BONDING AND BRIDGING SOCIAL CAPITAL ALSO. SO IF YOU TAKE IT TO THE LEVEL OF THE PROFESSIONAL AND PUT IT IN THAT FORMAT AND PUT IT IN THE SENSE OF MAKING LIFE BETTER, YOU KNOW. EVERYONE KNOWS THE KIDS SUFFER. EVERYONE KNOWS. SOME OF THEM WANT TO DENY IT A LITTLE

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BIT MORE. THEY WANT TO SAY, OH, THEY'RE FINE. BUT -- ANYWAY, THAT'S THE BEST I CAN DO. I KNOW IT'S HARD.

>> Dr. Lynn McQuarrie: THANK YOU, GINA. THANK YOU, SANDRA.

I WOULD LIKE TO OPEN UP THE FLOOR FOR QUESTIONS. IF THERE'S ANYBODY THAT HAS A QUESTION, IF YOU ARE USING ASL, IF YOU WILL STAND UP AND COME TO THE FRONT SO THAT GINA CAN SEE YOU. AND IF YOU'RE USING SPOKEN ENGLISH, COME ON UP AND I'LL PASS OVER THE MIC TO YOU.

>> Dr. Gina Oliva: DON'T BE SHY.

>> Dr. Lynn McQuarrie: DO WE HAVE ANYBODY? ANY QUESTIONS FROM THE LIVESTREAM AUDIENCE? NO?

OKAY.

>> FIRST, I SHOULD TELL YOU THAT I'M A STUDENT AT LAKELAND COLLEGE. I'M STUDYING ASL. I AM HEARING. NOW I'M GOING TO CHANGE TO ENGLISH SO I CAN EXPRESS MYSELF.

WHEN I GREW UP -- OH. WHEN I GREW UP, I WENT TO A FRENCH IMMERSION PROGRAM, SO FRENCH IMMERSION SCHOOL. AND THERE WAS A GOOD BRIDGE BETWEEN THE ENGLISH AND FRENCH STUDENTS. SIMILAR BUT NOT QUITE THE SAME.

THERE WAS A LOT OF COMPETITION BETWEEN THEM, BUT IT ENDED UP CREATING A LOT OF BONDS BETWEEN THE STUDENTS, HAVING BOTH LANGUAGES AT THE SCHOOL AND HAVING THAT YOU COULD HAVE THE OPTION OF GOING INTO ONE OF THOSE CLASSES AS AN OPTIONAL AND THEN SWITCHING OVER FROM ENGLISH TO FRENCH OR BACK TO FRENCH, DEPENDING ON YOUR STRUGGLE.

I'M MORE PROPOSING MORE THAN ASKING, BUT IF THERE WAS AN

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ENGLISH-ASL IMMERSION SCHOOL WHERE BOTH WERE TAUGHT AND YOU COULD HAVE THAT AS THE OPTION, OR HAVE IT BE THAT INSTEAD OF HAVING IT THAT YOU HAVE THE OPTIONAL LANGUAGE IN JUNIOR HIGH SCHOOL YOU HAVE THAT IN ELEMENTARY AND THAT YOU WOULD BE RAISED UP KNOWING ASL AND ENGLISH, AND THEN YOU COULD BRIDGE THAT GAP BETWEEN THE STUDENTS, HAVING THE WHOLE STUDENT BODY KNOWING HALF OR HALF, AND IT WOULD BRING THAT CLOSER TOGETHER. AT LEAST I THINK SO.

>> Dr. Gina Oliva: DO YOU HAVE A FINANCIAL BACKER?
(Laughter)

>> Dr. Lynn McQuarrie: I'M GOING TO SUGGEST THAT AT THE END OF TONIGHT WHEN WE HAVE OUR SOCIAL, THAT YOU HAVE A CHAT RIGHT OVER THERE WITH SANDRA MASON AND SOME OF THE TEACHERS FROM ALBERTA SCHOOL FOR THE DEAF AND THAT YOU ENCOURAGE YOUR PROGRAM THAT YOU'RE INVOLVED IN TO GO HAVE A LOOK AT WHAT HAPPENS IN THOSE CLASSROOMS AT THAT SCHOOL. BECAUSE JUST WHAT YOU HAVE DESCRIBED IS WHAT THEY ARE MODELLING THERE. IT'S QUITE -- BIG PICTURE, I AGREE.

>> Dr. Gina Oliva: A LANGUAGE IMMERSION SCHOOL IS A GOOD MODEL, AND WE HAVE EVIDENCE FOR THAT. WE HAVE GOT EVIDENCE ABOUT BILINGUALISM. IT'S BETTER FOR CHILDREN. SO I GUESS WE NEED TO PARTNER. WE NEED TO LOOK AT PARTNERSHIPS WITH THOSE KIND OF PEOPLE IN BILINGUAL PROGRAMS TO SUPPORT WHAT YOU ARE SAYING.

THANK YOU. AND GOOD JOB!

>> Dr. Lynn McQuarrie: ANY OTHER QUESTIONS?

DR. MASON.

>> I'M DAVE MASON. I HAVE BEEN INVOLVED IN EDUCATION. I WAS IN ONTARIO FOR A WHILE AS A PROFESSOR, AND WHEN WE LOOKED AT EDUCATION -- SO I WAS A DEAF STUDENT INVOLVED IN MY OWN EXPERIENCES AND INVOLVED IN EDUCATING DEAF CHILDREN MYSELF. BUT WHEN I LOOK AT THE RESEARCH OUT THERE AND WHEN I LOOK AT THE TEACHER PREPARATION PROGRAMS OUT THERE FOR DEAF AND HARD OF HEARING CHILDREN, WHAT I STILL SEE IS THE -- I GUESS WHY PEOPLE DON'T REALLY ADDRESS THE PROBLEMS THAT WE'RE IDENTIFYING.

FOR EXAMPLE, IF A DEAF STUDENT SIGNS, WHERE IS THE TRAINING FOR THE TEACHERS? WHERE IS THE MANDATORY TRAINING FOR THE TEACHERS FOR THEM TO KNOW SIGN LANGUAGE? WE KNOW THEY HAVE TO KNOW ENGLISH.

AND IF WE CAN GET HEARING TEACHERS AND THEY BECOME THE TEACHERS FOR THE DEAF STUDENTS, MANY OF THEM ARE NOT COMPETENT SIGNERS. SO IF THEY DON'T HAVE A GOOD COMMAND OF AMERICAN SIGN LANGUAGE, THEY FINISH THEIR TEACHER EDUCATION IN A YEAR AND THEY'RE OUT THERE EDUCATING OUR STUDENTS.

ARE THERE ANY OTHER -- ANY OTHER SORT OF ADVOCACY OR APPROACHES IN THE U.S. THAT ARE DEALING WITH THAT? I'M SO TIRED OF TEACHERS GRADUATING WITH INCOMPETENT SIGN LANGUAGE SKILLS.

>> Dr. Gina Oliva: YOU HAVE GIVEN ME A LOT TO THINK ABOUT.

UGH. AND I REALLY DON'T KNOW HOW TO ANSWER.

REALLY, I AGREE WITH EVERYTHING YOU HAVE SAID. THAT IS

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PART OF THE PROBLEM. THE ASL-IS-NEVER-GOOD-ENOUGH PERSPECTIVE.

BUT WHAT I REALLY WANT TO ADD TO IN TERMS OF YOUR COMMENTS IS SORT OF THE ISSUE OF HOW THAT APPLIES TO THE MAINSTREAM. OH, WE HAVE GOT A DEAF KID IN MY CLASS. OH, MY GOSH, WHAT AM I GOING TO DO? I GUESS I NEED AN INTERPRETER. AND WHO IS THE INTERPRETER? OH, YOU HAVE TAKEN A SIGN LANGUAGE CLASS? WELL, LET'S BRING YOU IN.

AND THAT STILL HAPPENS. WE STILL SEE IT HAPPENING, THAT MANY KIDS HAVE INTERPRETERS WHO ARE NOT WHAT YOU OR I WOULD EVER ACCEPT.

SO THE WHOLE THING IS -- SO IS THERE A PLACE IN THE U.S., AS YOU ASKED, THAT'S REALLY ADDRESSING THIS? I DON'T HAVE AN ANSWER FOR YOU.

I'M TRYING TO THINK ABOUT THAT.

IN OUR SECOND BOOK -- IN MY SECOND BOOK, WE HAVE ONE CHAPTER THAT IS DEDICATED TO THE IDEA OF ADVOCACY. AND IN THE U.S., WE HAVE A GROUP OF PEOPLE WHO HAVE MADE RECOMMENDATIONS TO CONGRESS TO SET UP LAWS OR ACTS, ANNE SULLIVAN MACY AND ANN COGSWELL. THAT'S WHAT THE ACT IS CALLED, ALICE COGSWELL AND ANNE SULLIVAN MACY ACT, AND THAT ACT WOULD KIND OF GET THE KIDS OUT OF THAT IDEOLOGY AND MORE -- AND HAVE A LITTLE MORE TEETH IN THE ACT SO THAT THE -- SO THAT WE COULD MAKE A DIFFERENCE.

WE HAVE THIS -- WE KNOW THAT DEAF AND HARD OF HEARING ARE SORT OF SUBSUMED UNDER A DISABILITY, RIGHT? BUT WE DON'T HAVE ENOUGH ABOUT SPECIFICALLY DEAF AND HARD OF HEARING. SO THAT'S WHAT THEY'RE HOPING TO ACHIEVE WITH THIS ACT. SO THAT'S REALLY

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THE ONLY THING I CAN THINK OF THAT IS ADDRESSING THIS ISSUE, TRYING TO CONVINCING PARENTS AND, AS WE KNOW, THE MEDICAL PROFESSION, DOCTORS.

I SHOULD MENTION DR. JOHN IACACCO (phonetic). HE'S AN M.D. AT JOHNS HOPKINS UNIVERSITY. HE'S A SURGEON. HE DOES COCHLEAR IMPLANTS. THERE IS ANOTHER WOMAN, A COLLEAGUE OF HIS. I HAVE FORGOTTEN HER NAME. SHE'S THE PRESIDENT OF ONE OF THE SCHOOLS IN WASHINGTON D.C. THE RIVER SCHOOL. AND THE RIVER SCHOOL IS LIKE -- IT'S THE IDEA OF HAVING THE BILINGUAL APPROACH. SO CHILDREN COME IN VERY YOUNG WITH THEIR SIBLINGS. NOW, OF COURSE, THE SCHOOL IS FOR PEOPLE WHO CAN AFFORD IT, THE WEALTHY, BECAUSE IT IS AN EXPENSIVE SCHOOL.

BUT THAT PRINCIPAL AND THAT DOCTOR WROTE AN ARTICLE ABOUT THE CHILDREN LEARNING BOTH LANGUAGES. SO THAT'S A BREAKTHROUGH.

SO I GUESS WE ARE KIND OF HAVING THESE SMALL STEPS FORWARD, BUT THOSE ARE THE TWO THINGS I CAN THINK ABOUT TO ADDRESS YOUR QUESTION. BUT I REALLY APPRECIATE YOUR COMMENTS.

SORRY. THAT WAS KIND OF A LONG ANSWER, LYNN.

>> HELLO, DR. OLIVA. I'M CHRISSY.

YOU TALKED ABOUT YOUR FATHER BEING HARD OF HEARING AND THAT YOU ALSO WERE HARD OF HEARING AND THAT YOUR FATHER WOULDN'T GET INVOLVED IN THE DEAF COMMUNITY EVEN THOUGH THERE WERE PEOPLE AT HIS OWN WORKPLACE AND HE WASN'T GOING TO LEARN SIGN LANGUAGE REGARDLESS OF THAT CONTACT.

WHAT WAS IT ABOUT YOUR LIFE THAT MADE YOU DECIDE TO LEARN

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SIGN LANGUAGE? WHAT HAPPENED IN YOUR LIFE THAT MADE YOU DECIDE? BECAUSE CLEARLY YOU WEREN'T SIGNING BEFORE THE AGE OF 20, SO WHAT HAPPENED THAT MADE YOU CHANGE YOUR MIND?

>> Dr. Gina Oliva: GOOD QUESTION.

NOW, I WAS BORN FULLY HEARING, AND THEN ABOUT AGE 4, 4 AND A HALF, IN MY KINDERGARTEN CLASS -- WELL, THIS IS -- I WAS READING THE STORY BOOK, AND THEY IDENTIFIED ME AS HARD OF HEARING. BUT I WAS ALREADY LIPREADING WELL AT THAT TIME. AND THE WHOLE -- LIKE, I KNEW WHAT BASEBALL WAS. I KNEW WHAT AIRPLANE WAS. I KNEW WHAT FOOTBALL WAS. BUT IF YOU COVERED UP MY TEACHER'S MOUTH, I WAS LOST.

SO FOR ME, FIRST OF ALL, ENGLISH WAS MY FIRST LANGUAGE, AND I HAVE A YOUNGER -- I HAVE AN OLDER BROTHER WHOSE CHILDREN ARE HARD OF HEARING, BUT ALL OF THEM CAN SPEAK.

SO WE ASSUMED MY HEARING LOSS WAS REALLY THERE FROM BIRTH OR IT WAS CONGENITAL, BUT I WAS ALSO VERY AWARE OF WHAT WAS GOING ON.

AND I REALIZED THAT MY PEERS DIDN'T KNOW I WAS SMART. AND I WAS GOOD AT SPORTS. THAT THEY KNEW. AND I'M A PHYS ED PERSON, BY THE WAY. BUT THEY DIDN'T KNOW I WAS SMART. THEY DIDN'T KNOW HOW MUCH I KNEW.

SO THAT WAS MY EXPERIENCE THROUGH HIGH SCHOOL. AND SO WHEN I WENT TO COLLEGE, I WENT TO GALLAUDET. AND I'LL TELL YOU THIS STORY.

I REMEMBER I WAS IN MY FRESHMAN YEAR. I WAS IN THE CAFETERIA AND EVERYBODY IS TALKING. SAME NORMAL EXPERIENCE

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WHERE I'M FEELING LEFT OUT. BEFORE I GOT TO GALLAUDET, IN MY COLLEGE CAFETERIA.

BUT THEN ACROSS THE CAFETERIA I SAW THESE PEOPLE SWINGING THEIR HANDS AROUND, AND I THOUGHT, THAT'S MY PEOPLE. IT JUST CAME FROM ABOVE. I REALIZED, THAT'S MY PEOPLE. I NEED TO BOND WITH THEM. AND I KNEW I COULD.

AND I REALIZED, THERE'S A GROUP OF PEOPLE I COULD REALLY BE A PART OF. SO BY THE TIME I GOT TO MY SENIOR YEAR AND I WAS THEN AT GALLAUDET AND I WAS IN THE DORM --

>> SO WHAT WAS YOUR LIFE CHANGE?

>> Dr. Gina Oliva: WELL, THAT'S ACTUALLY ANOTHER PRESENTATION.

WHEN I TALKED ABOUT SOCIAL CAPITAL, RIGHT -- YOU REMEMBER THE PICTURE I PUT UP THERE? I PUT IT UP IN SORT OF A FIGURE OF A JIGSAW PUZZLE. I HAVE IT AS A JIGSAW PUZZLE AND A PICTURE OF ME AT THE VERY BEGINNING. THERE IS SORT OF THIS PUZZLE MAP OF ME AND MY MOTHER AND OTHER PEOPLE IN MY LIFE AND PEOPLE WHO I COULD ASSOCIATE OR SORT OF COMMUNICATE WITH ONE ON ONE.

BUT WHEN I GOT TO GALLAUDET -- AND THAT WAS WHEN I WAS ABOUT 20 YEARS OLD -- I'M IN A GROUP CONVERSATION FOR MY FIRST TIME. I COULD FOLLOW MULTIPLE CONVERSATIONS THAT ARE HAPPENING AT THE SAME TIME. AND THAT WAS REALLY AN EPIPHANY FOR ME. SO YEAH, THAT WAS MY LIFE EXPERIENCE. AND IT CHANGED MY LIFE.

AND NOW THAT MAP OF ME AND THIS PUZZLE INCLUDES SO MANY MORE LINKS AND SO MANY MORE RELATIONSHIPS AND OTHER PARTS OF MY LIFE. MY PHYSICAL ACTIVITY, MY ART, MY WRITING. ALL THOSE

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THINGS, NOW THAT'S ALL A PART OF MY PUZZLE, MY PICTURE.

>> HELLO. IT'S WONDERFUL TO MEET YOU. I READ YOUR BOOK SOME TIME AGO. I'M WORKING ON ONE OF MY OWN.

I'M THE MOTHER OF A DEAF CHILD WHO NOW IS A TEACHER. ACTUALLY, PROFOUNDLY DEAF, BOTH EARS, NO SPEECH. HE IS TEACHING ASL AT JASPER PLACE HIGH SCHOOL NOW.

ALSO I'M DOING A Ph.D. IN EDUCATION HERE WITH A SPECIALTY IN L2 LANGUAGE, WHICH MEANS SECOND LANGUAGE LEARNERS. SO I COME AT THIS FROM MULTIPLE ANGLES.

I JUST WANT TO APPRECIATE YOUR MESSAGE OF HUMANITY FOR FAMILIES AND FOR CHILDREN BECAUSE THAT HAS BEEN MY MAIN CONCERN WITH MY SON, IS TO JUST HAVE A NORMAL FAMILY LIFE WITH FULL, RICH COMMUNICATION. AND THAT'S ALL I'VE EVER WORKED FOR FOR HIM, AND I THINK -- I THINK IT KIND OF WORKED.

I WANT TO POINT OUT A QUOTE THAT TOMSON HIGHWAY SHARED AT A RECENT PRESENTATION. HE SAID, HAVING ONE LANGUAGE IS LIKE LIVING IN A HOUSE WITH ONLY ONE WINDOW.

AND I THINK BILINGUALISM AND THE RICHES THAT OTHER CULTURES ARE BRINGING INTO CANADA NOW ARE -- REPRESENT SOME REAL HOPEFULNESS FOR CHANGE IN ATTITUDES OF PEOPLE AND GETTING BEYOND THIS WAR OF SIGN LANGUAGE VERSUS SPEECH VERSUS AURALITY.

25 PERCENT OR SO AND GROWING OF STUDENTS IN K TO 12 NOW IN EDMONTON ARE MULTICULTURAL STUDENTS WITH DIFFERENT LANGUAGES, AND TEACHERS ARE RESPONDING TO THIS WITH HUMANITY. AND RIGHT NOW I TEACH A COURSE AT THE UNIVERSITY HERE ON DIVERSITY, AND I AIM TO EXPOSE TO ABOUT 80 STUDENTS AT A TIME THESE IDEAS THAT

YOU'RE SHARING HERE.

AND I'M HOPEFUL THAT THIS MAY BE A BACK DOOR WAY OF GETTING TO WHERE WE NEED TO GO, BUT INCREASING AWARENESS OF TEACHERS AND SORT OF BACKFLOW TO PARENTS THAT MULTIPLE LANGUAGES AND MULTIPLE MODES ARE ENRICHING FOR EVERYONE. IT HAS GREAT PROMISE, I THINK. AT LEAST I'M HOPEFUL.

THANK YOU VERY MUCH FOR SHARING YOUR MESSAGE TODAY.

(Applause)

>> Dr. Gina Oliva: YOUR SON IS DEAF?

LET ME ADD SOMETHING ELSE TO WHAT YOU SAID. I HAVE THIS IDEA THAT IF EVERYONE LEARNED AMERICAN SIGN LANGUAGE, THEN AS WE GOT OLDER, IF WE LIVE LONG ENOUGH TO BECOME OLDER, THEN WHEN WE ALL EVENTUALLY LOSE OUR HEARING ANYWAY (Laughter). JUST THINK ABOUT IT. SO MANY PEOPLE -- THAT'S MY THIRD BOOK, I THINK. PEOPLE WHO ARE 65, 70 WHO HAVE TO WITHDRAW FROM SOCIAL INTERACTIONS THAT THEY CAN'T PARTICIPATE IN BECAUSE THEY LOST THEIR HEARING. RIGHT? BUT IF WE ALL LEARNED SIGN LANGUAGE, THAT WOULD BE A RICH EXPERIENCE.

SO IT'S ALONG THE SAME LINES OF WHAT YOU JUST SAID.

>> Dr. Lynn McQuarrie: OKAY. I'M WATCHING OUR TIME HERE. I KNOW THAT SOME OF YOU MAY HAVE MORE QUESTIONS, AND SO PERHAPS WE CAN CONCLUDE THE FORMALITIES AND TAKE UP QUESTIONS, IF THERE ARE ANY, AFTER AT OUR RECEPTION BEHIND. WE'LL HAVE AN OPPORTUNITY TO MEET GINA AND SOCIALIZE.

SO IN WRAPPING UP, GINA, THANK YOU AGAIN. I THINK THAT -- I KNOW FROM READING YOUR BOOKS THAT YOUR RESEARCH IS VERY

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TIMELY, ESPECIALLY IN OUR PROVINCE AS WE MOVE FORWARD IN BUILDING AN INCLUSIVE EDUCATION SYSTEM, WHICH IS THE DIRECTION THAT THE MINISTRY OF EDUCATION IS TAKING. PARTICULARLY THIS RESEARCH IS IMPORTANT BECAUSE IT RAISES IMPORTANT CONSIDERATIONS OF THE NEED TO ACKNOWLEDGE A BROADER DEFINITION OF INCLUSION AND WHAT WE MEAN WHEN WE TALK ABOUT SOCIAL CAPITAL AND WHAT THAT MEANS OR WHAT IT LOOKS LIKE AND FEELS LIKE FOR DEAF AND HARD OF HEARING CHILDREN.

I WANTED TO THANK OUR COMMUNICATION TEAM AS WE WRAP UP THE EVENING.

THANK YOU TO THE FIRST EVER DEAF AND HEARING ASL-ENGLISH INTERPRETATION TEAM. YOU GUYS WERE A FABULOUS MODEL.

(Applause)

THANK YOU, KEVIN COLP, TRACY HETMAN, KELLY MORSE, AND DIANE UNDERSCHULTZ. THANK YOU.

THANK YOU TOO TO JANICE PLOMP WHO PROVIDED US WITH VISUAL ACCESS THROUGH SPEECH-TO-TEXT TRANSCRIPTION. THANK YOU SO MUCH.

(Applause)

AND A HUGE THANK YOU TO OUR TEAM FROM INFORMATION SERVICES AND TECHNOLOGY HERE AT THE UNIVERSITY FOR THEIR ROLE IN MAKING SURE THAT ALL OF OUR TECHNOLOGY WORKED FOR TONIGHT'S EVENT AND OUR FOLKS THAT ARE LIVESTREAMING FROM ACROSS THE COUNTRY GOT HERE. SO ANGUS, ANDY, LARRY, AND MIKE, THANK YOU.

I WANT TO ACKNOWLEDGE THE WESTERN CANADIAN CENTRE FOR DEAF STUDIES AND THE UNDERGRADUATE, GRADUATE, AND POST DOC STUDENTS

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WHO VOLUNTEERED THEIR TIME TONIGHT TO BE PART OF THIS EVENING. THOSE WERE THE HAPPY, SMILING FACES THAT YOU MET AT THE DOOR.

AND LAST BUT NOT LEAST, THANK YOU TO JENNIFER EIGEARD WHO, I THINK, HAS STEPPED OUT TO MEET THE CATERERS. JENNIFER IS THE ADMINISTRATIVE COORDINATOR FOR WCCSD, AND A HUGE THANK YOU TO HER FOR SO EFFICIENTLY TAKING CARE OF THE MANY LOGISTICAL DETAILS IN PLANNING THIS EVENT AND MAKING SURE THAT GINA GOT HERE SAFE AND SOUND.

AGAIN, THANKS TO EACH OF YOU THAT HAVE JOINED US TONIGHT VIA OUR LIVESTREAM ACCESS AND ALSO TO EACH OF YOU IN THE AUDIENCE.

DR. EIDEM AND MRS. EIDEM, PAT, THANK YOU SO MUCH.

PLEASE COME AND JOIN US BEHIND THE HALLWAY FOR SOME LIGHT REFRESHMENTS AND SOME LIVELY CONVERSATION. GOOD EVENING TO EVERYONE.

(Applause)

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