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Volume 3 Issue 1

December 2015

Superintendent's Corner

December has come quickly ... reflecting a fast-moving fall and school year!

Given the numerous activities across APSEA, *Seen and Heard* should only be viewed as "a tip of the iceberg" a small sampling of news, events and accomplishments concerning students, staff and supporters. Inside, you will also find articles about accessibility, inclusion, instructional innovations and the APSEA Parents' Association.

With appreciation to all contributors, you are encouraged to submit items and/or Faces of APSEA (staff profiles) for the next issue by **29 February 2016**.



Board News

The APSEA Board of Directors elected a new Executive at its annual meeting in June:

Chair – John McLaughlin, Deputy Minister, New Brunswick

Vice-Chair – Janet Vivian-Walsh, Deputy Minister, Newfoundland and Labrador

Secretary – Sandra McKenzie, Deputy Minister, Nova Scotia

Treasurer – Susan Willis, Deputy Minister, Prince Edward Island

Program Advisory Committee Chair - Brian Kelly, Director of Student Services, New Brunswick

Financial Advisory Committee Chair - Kevin Tutt, Assistant Director, Finance, New Brunswick

Staffing Update

Staff who are new to APSEA or changed location/position since the last newsletter in June are noted below.

- ◆ Jennifer Gillis—DHH Itinerant Teacher (Amherst, NS)
- ◆ Amy Hiltz—DHH Itinerant Teacher (Bathurst, NB)
- ◆ Kathleen Monahan—DHH Itinerant Teacher (Halifax, NS)
- ◆ Meghan McLean—Alternate Format Materials Technician (APSEA Centre)
- ◆ Morganne West—BVI STP/Assessment Teacher (APSEA Centre)



2015-16 APSEA Interpreting Team



Have a great year!

Back row (l to r): Sue Ley, Lori Moore, Barb Hannah, Renee Redden, Christine McAllister, Margie Farrell, Julie Boyle, Erika Hermanson, Marilyn McLean, Angela Vautour, Susan Saulnier, Terry O'Hearn, Kim MacKey, Katrina Robinson, Brenda Charlton, Lisa Phillips

Middle row: Debbie Foran, Sarah Lewis, Jessica Roche-Evans, Robyn Dean (presenter), Charlene Thomas, Carolyn Carter, Susan Silliker

Front row: Sharon Robertson, Amy Parsons, Amanda Gallant, Louise Mussett, Anne Jennings-DeBaie



Ground-Breaking Ceremony

On September 22, Caelin Lloyd (BVI student), joined other students, school personnel, Education Minister Karen Casey, and NS Premier Stephen McNeil in a ground-breaking ceremony for the new Primary to Grade 12 school to be built in Bridgetown.

The new school is expected to be ready by September 2017.

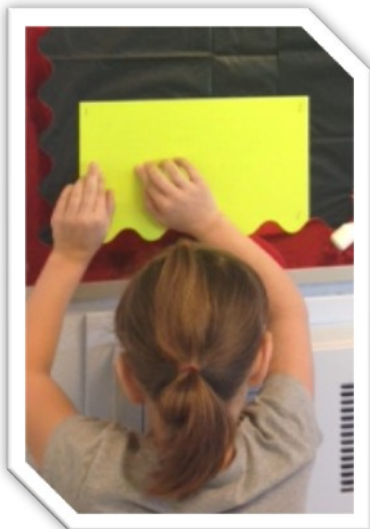
(Caelin is in the centre of the picture, wearing a ball cap.)

Bulletin Board Display

- Christine Purcell, Provincial Supervisor (BVI-NB)



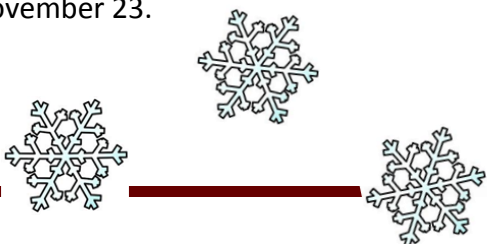
Students at Meduxnekeag Consolidated School, just outside the town of Woodstock, NB, know that October 14th was White Cane Safety Day. This bulletin board was created by Lesley Anthony, BVI Itinerant Teacher, in a variety of formats providing accessibility to all staff and students. It provided large print, braille, and auditory (through the blue button at the bottom right of the board) formats.



Donation to Feed Nova Scotia

Again this year APSEA staff generously donated items for Feed Nova Scotia.

Barb Tracey, Chef, is shown with the donation table prior to the delivery to Feed Nova Scotia on November 23.



International Congress on the Education of the Deaf

- Lori Moore, Director of Programs (DHH)

Nine APSEA staff members had the privilege of attending the 22nd International Congress on the Education of the Deaf, July 6-9 in Athens, Greece. The theme for this year's congress was "Educating Diverse Learners: Many Ways, One Goal". The ICED Congress, the longest running conference in any area of education, was first held in Paris, France in 1878.



The conference included 658 participants from 61 countries and 35 interpreters from 5 countries. The official languages of the conference were English and Greek Sign Language. The opening and closing ceremonies and all keynote sessions also had International Sign interpreters.

The more than 500 paper presentations were organized in the following themes over the four days: cochlear implants; early intervention and parenting; instruction, curriculum and educational environments; language and literacy; learning and cognition; lifelong learning and quality of life; social-emotional functioning and mental health; teacher education; and technology.

In addition to the plethora of concurrent sessions from which to choose, the following nine keynote presentations offered all conference delegates much food for thought:

Greg Leigh (Australia)	Recognizing diversity in deaf education: From Paris to Athens with a diversion to Milan - How far have we come?
Susan Easterbrooks (USA)	Many languages, many challenges, one goal: The future of research and practice in language mastery by deaf learners
Harry Knoors (the Netherlands)	Language use in the classroom: Accommodating the needs of diverse learners
Gary Morgan (UK)	Investigating sign language development, delay and disorder in deaf children
Tiego van Gent (the Netherlands)	Mental health problems in deaf and severely hard of hearing children and adolescents
Sue Archibold (UK)	The education of deaf children: Over twenty years of cochlear implantation. So what?
Marilyn Sass-Lehrer (USA)	Evidence based-practice in early intervention: The proof of the pudding is in the eating
Karen Emmorey (USA)	The neural underpinnings of reading skill in profoundly deaf adults
Marc Marschark (USA)	Recognizing diversity in deaf education: The road from Athens

The next ICED Congress will be held in Brisbane, Australia in 2020.

International Congress on the Education of the Deaf (continued)

Photo (L to R):
 Rebecca Morey;
 Lisa Jenkins;
 Lori Moore;
 Phyllis Anne Blanche;
 Peter Papoulidis;
 Louise Britten;
 Debbie Davis-Maybee;
 Sharon Robertson;
 Sherryl Eatmon



Remembrance Day Wreath

- Sheila Jamieson, Supervisor of Residence, Weekend and Summer Programs



In honor of Remembrance Day, students invited on-campus staff to join them for "blind painting." Blind painting is where pictures are created in a raised-line drawing format. The raised lines enable the painter to use their fingers to feel the image. Everyone who participated in this activity was blindfolded and given the option of using a paint brush or fingers to paint an image of a poppy. Prior to this event, the students painted a wreath by making green hand prints. Once staff finished painting their poppy, it was hung on the green wreath. This was a great way for students to introduce staff to one of the evening activities they enjoyed in residence.

Thanks to everyone who participated in this event!



Taking the Mystery Out of Braille

- Lesley Anthony and Jennifer Baird Allaby, Itinerant Teachers (BVI-NB)

Braille is a mystery for most classroom teachers. Being unable to decipher the sea of bumps upon the page can leave them wondering what their student has written. Add in a braille note taker, and teachers can be left to question if their student is engaged in learning or has even completed any work at all, when no hardcopy is produced. It is often the itinerant teacher who discovers that the student, while perhaps appearing to look busy, has in fact, produced very little writing. One way to remove some of the mystery of braille and re-connect classroom teachers with their students is to set up the Braillenote with a monitor to provide a system for visual display. As the following examples illustrate, this strategy has proven useful in classrooms across all grade levels.

Alexis's grade four teacher circulates around the room as the students write a piece called "The Most Important Thing", based upon The Important Book by Margaret Wise Brown. The teacher reads over Alexis's piece and points out that Alexis has misspelled the word babies several times. She provides the correct spelling, watches Alexis make the correction and moves on. With Alexis's Braillenote Apex connected to a monitor, her teacher can easily evaluate and comment on her work in real time. The teacher is able to monitor the amount of work Alexis produces during the writing period with a quick glance at the monitor. When we "experienced technical difficulties" with the equipment, and had no visual display for two days, Alexis was still able to complete her written work, but the teacher was unable to evaluate her work without printing it. The quick conferencing the visual display offers was sorely missed.



At Leo Hayes High School in Fredericton, we have been using the monitor system of visual display with the Braillenote Apex for two years. At this level, adding the visual display has consistently proven beneficial for both students and teachers. In addition to being much more efficient for real time teaching and editing purposes, having a visual display makes it possible for the subject area teachers to determine on a daily basis if work provided electronically (such as class notes and text books) is accessible, identify any potential issues immediately, and assess student engagement during class. From the students' perspective, they are able to demonstrate accountability in their work during class and can access specific teacher feedback at the same time as their sighted peers.



Jennifer Baird Allaby working with a student who is using a Braillenote Apex.

Taking the Mystery Out of Braille (continued)



Lesley Anthony monitoring a student's work.

Socially, having the visual display levels the playing field by making it possible for students who use braille to better contribute to brainstorming and group work activities where recording of information is required, because what they write is now visible to their classmates. We have found the monitor is useful in every class; it is not just a tool for literacy development or language-based classes, it can be used to great effect during math and science as well. Because any monitor with a VGA cord can be used, parents are also encouraged to try this system for checking their child's homework and class assignments at home.

This simple system has truly changed the way teachers and braille students interact. The braille note taker makes literacy and learning accessible to our students; the visual display makes students' literacy and learning accessible to their teachers and parents.

Save the Date!
APSEA Parent
Workshop
May 28, 2016

**Articles can be
submitted to:
apsea@apsea.ca**

Accessibility Committee Update

- Amy Parsons, EI Consultant & Sheila Jamieson, Supervisor of Residential Programs

The APSEA Accessibility Committee had their first meeting of the 2015-16 academic year in November. Future priorities include continuing to support improved physical accessibility at the APSEA Centre and fostering consistent best practices, for an inclusive and accessible organization. Accessibility means much more than simply removing physical barriers for those who do not see, hear, or move like the majority of us, but ensuring communications and information do not present unintentional barriers.

For example, when producing electronic and print material, e.g., emails, handouts, PowerPoint, for internal use, we encourage you to begin following the guidelines below. These are intended to make all APSEA-produced documents as accessible as possible, regardless of the intended recipient of the communication.

Font type and style: use no less than Calibri 12 point font. In some instances, it may be appropriate to use larger fonts.

Leading (space between lines of text): 1.5 rather than single spacing is recommended. Many people who are visually impaired have difficulty finding the beginning of the next line when single spacing is used.

Use of colour: Printed material is most readable in black and white. If using coloured text, restrict it to items like titles, headlines or highlighted material.

Contrast: Text should be printed with the best possible contrast, i.e., black text on white or yellow background. Light blue text on white background can be difficult to read.

Paper quality: glossy pages create excess glare, which makes it difficult for people with low vision to read. Reduce distractions by not using watermarks – headers or footers are an alternative.

Posters outlining nine essential tips for communicating with persons who are blind/visually impaired and/or deaf and hard of hearing, have been placed around the APSEA campus. Let us know what you think!



Nine essential tips for working with people who are deaf or hard of hearing

Adapted from <http://www.perkins.org/stories/blog/nine-essential-tips-for-working-with-people-who-are-blind>

Following some simple guidelines will make your interactions more respectful and productive. While some of these suggestions may seem like basic common sense, others may not be so obvious.

DO face a person who is deaf or hard of hearing when communicating with them. You shouldn't assume the amount of hearing a person has. It's helpful to quickly ask what is the best way to communicate. There are many strategies and techniques that deaf and hard of hearing persons use. What works in one situation may not apply to another situation. Allowing opportunities for the deaf or hard of hearing person to state their needs is good practice.

Accessibility Committee Update (continued)



DON'T censor your language when speaking to individuals with disabilities. It's perfectly okay to use words like *hear*, *say*, and *talk* when talking to someone who is deaf. For example, asking, "Did you hear what happened last night?" won't offend most individuals who are deaf.

DO be mindful of various ways in which deaf and hard of hearing persons communicate – spoken English, ASL or technology such as text-based devices and assistive listening systems. In meetings, ask the person where the best place is for them to sit, so they can see/hear the speakers. When entering a meeting or conference room with someone who is deaf or hard of hearing, a brief discussion with the person is all that's needed. They know their needs best. Emailing them in advance of the meeting is also good practice.

DON'T be afraid to ask questions. If you're curious about the technology or language a person is using, or if you want to know what they can or can't hear, don't be afraid to ask. Most people would rather have you ask questions than make assumptions.

DO give a visual indication when you walk away from a conversation or why something is occurring. Deaf and hard of hearing people often miss contextual information when they are attending to your face or an interpreter. A quick explanation of sounds in hallways that may be distracting to the present conversation is always helpful. A quick word will eliminate any awkward moments.

DON'T speak about the deaf or hard of hearing person in the third person, when they are using a sign language interpreter, i.e., "Tell them I

said...". Deaf and hard of hearing persons are just as intelligent as everyone else. Look at, and speak to the individual directly and trust the interpreter will relay the message. Deaf and hard of hearing persons may look from you to the interpreter. If they have missed anything, they will ask for clarification.

DO provide electronic copies of materials you'll be handing out in hard-copy form or presenting via PowerPoint prior to a meeting. This gives staff with disabilities the opportunity to reduce one of the competing communication demands and ask questions in a more accessible setting, i.e., one-on-one. In large groups, deaf and hard of hearing persons have competing demands, i.e., listening audibly/watching for understanding, processing the information and asking/answering questions. Providing copies ahead of time is simple courtesy. Just as you would never give a handout to all the tall people in the audience and tell anybody below 5'10" you'll send them a copy later, don't make people who are deaf or hard of hearing be the last in line to receive essential information.

DON'T assume the deaf or hard of hearing person will always be responsible for access. If you request a meeting with a deaf or hard of hearing person that uses an interpreter, ask if they would like you to book one, and if they have a preferred interpreter. Checking each time is good practice – some interpreters are suitable for certain types of meetings, while others are best for other settings. Alternatively, deaf or hard of hearing persons may prefer to communicate without using an interpreter, by using other means. The more advance notice, the better.

Accessibility Committee Update (continued)

DO be aware of lighting glare from windows, or shadows on a speaker's face. Ask the deaf or hard of hearing person what works best for them. Optimal wall colours for visual communication include light to medium gray, blue or green. White is very harsh and difficult to attend to. Speechreading requires the use of eye muscles in constant motion; be aware that physical and mental fatigue in long meetings may be possible. Use noise reduction techniques such as pads on chair legs, sound-reducing curtains and closed doors.

Nine essential tips for working with people who are blind

It's not difficult to work with people who are blind. In fact, if you have coworkers who are visually impaired, following some simple guidelines will make your interactions more respectful and productive.

DO identify yourself when initiating a conversation. You shouldn't assume the person will recognize your voice. Just as you identify yourself when conducting a phone conversation, it's helpful to quickly identify yourself when speaking to someone who is visually impaired. You don't need to formally introduce yourself each time. A quick, "Hi there, it's Mary" is usually just fine. Similarly, when working with a group, it's often helpful to go around the room and have everyone state their names so the individual who is blind knows who's attending the meeting.



DON'T censor your language when speaking to individuals with disabilities. It's perfectly okay to use words like *watch*, *look* and *see* when talking to someone who is blind. For example, asking, "Did you see that show last night?" won't offend most individuals who are blind.

DO describe the layout of large rooms. When entering a meeting or conference room with someone who is blind or visually impaired, a brief description of how the furniture is arranged can make it easier for that person to navigate his or her surroundings. Generally, an extended description is not needed. A description such as "The table is U-shaped and we're at the open end" or "The room is set up classroom style" works well.

DON'T be afraid to ask questions. If you're curious about the technology a person is using or if you want to know what they can or can't see, don't be afraid to ask. Most people with a disability would rather have you ask questions than just make assumptions.

DO give a verbal indication when you walk away from a conversation or leave the room. If the individual to whom you're speaking can't see you, they may not know you walked away. A quick word that you need to leave will eliminate any awkward moments.

DON'T speak to or touch a guide dog. These dogs are working, and touching them or talking to them may distract them from their job. This could potentially result in injury to the individual being guided. Even if a dog is at rest, ask the owner for permission before petting the dog.

Accessibility Committee Update (continued)

DO provide electronic copies of materials you'll be handing out in hard-copy form or presenting via PowerPoint prior to a meeting. This gives staff with disabilities the opportunity to load the documents onto their computer or other device and print them in an accessible format, or listen to them in auditory format. Providing copies ahead of time is simple courtesy.

DON'T use highly stylized typefaces. When preparing documents, avoid using stylized or graphical fonts, as these can be difficult for individuals with low vision to read. Instead, use easy-to-read, sans-serif fonts with clearly defined letters and clear spacing between the letters, such as Helvetica, Verdana or Arial.

DO add alternative text tags to graphics. If you insert a graphic or photograph into your PowerPoint presentation, Word document or webpage, add alternative text tags which briefly describe the image. Depending on the software you're using, this can usually be done by right-clicking on the graphic and choosing "Properties."

In today's high-tech workforce, it's becoming more and more common to work with people who are visually impaired. Following these simple tips is good etiquette..



9 ESSENTIAL TIPS for working with PEOPLE WHO ARE BLIND

DO	DON'T
DO identify yourself when initiating a conversation.	DON'T speak to or touch a guide dog.
DO describe the layout of large rooms.	DON'T be afraid to ask questions.
DO give a verbal indication when you walk away from a conversation or leave the room.	DON'T use highly stylized typefaces as these can be difficult for individuals with low vision to read.
DO add alternative text tags to graphics that briefly describe the image.	DON'T censor your language when speaking to individuals with disabilities.
DO provide electronic copies of materials you'll be handing out in hard-copy form or presenting via PowerPoint prior to a meeting.	
 Read the full article on the Perkins Blog >>	

School for the Blind Auxiliary—40 Years Later

- Daphne McCarther, Retiring Founder and Member

In 1954, I started my association with the Halifax School for the Blind, a very old building on the corner of University Avenue and South Park Street. I came to the School to teach grades 7-11. I had no experience with the blind, so I spent many nervous days until I realized these kids were the same as kids everywhere, especially that cute white haired boy in grade 7. They called him Cleon and today, all those years later, we are still good friends.

In those days there was a large enrolment of students (180) and most lived in residence from September to June, many not even getting home for Christmas. The school was privately owned and run by a board (what seemed to this 20 year old, of very OLD men dressed in black tuxes) that met once a month around the beautiful antique table to decide the fate of these students. In those days, the boys and girls were kept separated, even walking down opposite sides of the hallways; the male and female staff even had separate rooms for breaks.

Many of the students came from welfare homes and arrived at the school with very little, so from day one I was always looking for clothes, toys, etc. When I was busy having my own family, I gave up teaching full-time and did substitute teaching for several years. (Our principal even babysat my daughter so I could teach.) The school Director and his wife, Mr. and Mrs. Allen, knew I had been involved with a church group for girls – Canadian Girls in Training (CGIT) so they called me to the office one day and explained they needed some ideas for a club or group for the Senior girls to help them with such things as good grooming, facts of life, etc. In those days, there were no trained child care workers in the residence or a full-time nurse on staff and without family handy to guide the children, this was becoming a problem. We discussed the CGIT Purpose, “To Cherish Health, Seek Truth, Know God and Serve Others”, and this sounded like a worthwhile learning group for the girls.

We started with 20 Protestant girls and several volunteers to help. This got the girls outside the school to meet with other teens and they attended rallies, etc. Each fall and spring, we held a weekend camp and were allowed to take the Catholic girls with us as well.

This was when I realized the girls didn’t have the necessary clothes, boots, coats, mittens, etc. needed to attend events. Many had never had a birthday cake (if their birthday was during the school year) or gifts. Part of the CGIT Program was a Spring Mother & Daughter Banquet, but many girls didn’t have mothers to bring, so I started a “big sisters” type of program, and each girl had her own guest to bring. These volunteers also supplied gifts, Christmas gifts, birthday cakes, etc.

This was the beginning of my job as Director of Volunteers for the School, which then led into the formation of the Auxiliary. We had 150-200 volunteers working at the school, many as readers who also spoke with church groups, service clubs, etc.



At the Auxiliary luncheon on October 1, Daphne was honored for her years of service. Bert Tulk presented Daphne with flowers.



School for the Blind Auxiliary—40 Years Later (continued)

I always mentioned the idea of forming an Auxiliary and soon I had several ladies interested, the first were from the churches that helped with CGIT; Bayers Road Baptist (Beth Smith & Joyce Downey-Jones), South End Dartmouth (Lucy Perry & Muriel Winchester), Bedford (Em Dodsworth & Myrtle Mayhew), Stairs, Port Wallis, Oxford Street, etc., Mary Davidson and one or two parents, as well as representatives from Kiwanis, Rotary, Lions and Junior League.

We started to get together once a month and I would have a list of items needed by the students (clothing, toys, books, games, puzzles, etc.). The members would go home and report back to their groups and families and bring new or used items to the next meeting. The first few years we had no officers, so we took turns chairing the meetings. In 1974, Pat Knott from the Ladies Rotary became our first official President and really set us up. Well-experienced in fundraising, Pat soon had our bank account established and an official Income Tax number for donations. In 1975, when the government took over the School, things became a little easier; up to this time the Board felt it was wrong to let people know we needed help with so many things. With a new Director, the feeling with me was “don’t ask, just do it!” Over the years, our needs have changed from “things” to “donations of money”. Several early members left us Memorials that were invested, which we are still using. We started two major fundraising events per year – our Fall Fair and Spring Game Social.

When the idea of toy libraries became known, I had the opportunity to visit the first (and Head) Toy Library in the world in Patter’s Barr, England, where I learned what it was all about. I then visited the only two in Nova Scotia (Children’s Hospital and New Leaf Enterprises in New Minas) and then convinced the Auxiliary to support one at the School. The money from our Fall Fair was to go to establish and maintain the School’s Toy Library, which is still in use and needed today.

Since 1995, the School now includes deaf students, but all students attend schools in their home areas with a back-up of “itinerant teachers” from here. We also added many male members in later years and counselors for all the residences. The name of the school has had many changes as well: Halifax School for the Blind to Sir Frederick Fraser School (after the founder), and finally to APSEA (Atlantic Provinces Special Education Authority).

Today, we raise thousands of dollars each year for new equipment, toy library, travel, etc., but sometimes I look back and feel, maybe to me, it seemed more important in those good old days when I was trying to get underwear for Joan or winter boots for David or finding people to sponsor a student to go to camp.

It has been a very rewarding career and a pleasure working with you all, but it’s time for me to retire my hat and move on. I hope with Patsy at the helm you will have many more worthwhile years as an Auxiliary. Congratulations to all of you for your long faithful service!



Meet the Executive of the Parent Association

President: Leanne Gallant (DHH)
(leannegallant6@gmail.com)

My husband, Sonny, and I have had a Deaf aboriginal boy, Michael Saunders from Labrador, living with us for the past 2 ½ years to develop his language skills and involvement with the Deaf community. Michael is 16 years old and attends high school. Being Deaf myself, I have been involved with APSEA since I was 6 months old. Sonny and I have also both worked for APSEA and we are excited to be involved with the APSEA Parent Association.

One of my concerns is that there is, and will continue to be, a lack of leaders for DHH & BVI youth. Having more DHH/BVI leaders will empower young people to make informed decisions about their future, reach their full potential and pave the way to become valued members of their communities; taking their rightful place within mainstream society. Our goal is to provide support for youth and parents, ensure families feel welcome and receive the services they need.

Vice President (BVI): Georgina Keinick
(georginakeinick@gmail.com)

My husband and I have twin 7 year old boys Nate and Gavin, who are both blind, with no light perception. They were born severely premature at 25 weeks 6 days gestation and spent 5 months in the NICU at the IWK. They have finished their first year of elementary school and have done an amazing job! Their itinerant teacher has been with them for a few years now and is the force that keeps all of us on task and moving ahead.

They are extremely musical little guys and have an awesome sense of rhythm and pitch.

I have learned in my 7 years of special needs parenting, that having a strong network of parent support is key. And that taking care of yourself is critical to the well being of your whole family.

Vice President (DHH): Patti Garlock
(pattygarlock@bellaliant.net)

My son, Malcolm Nowell, and I live in Halifax. We have been involved with APSEA (DHH) for 9 years and have seen many changes over the years. I feel it is very important to gather with others who have the same needs and that is what the parent group is about.

Malcolm is almost 18 and has worn two hearing aids from age 2 on.

Secretary: Lindsay Bryan
(lindsay.stella0421@gmail.com)

My 8 year old daughter and I are from Port Hawkesbury, NS. I have lived in Cape Breton most of my life and have been an APSEA mom since 2008. Makenzie is a BVI student. She is completely blind and is a Braille user.

Makenzie is a happy, intelligent little lady who keeps me very busy, as with the social life of any other 8 year old. Makenzie and I are very much looking forward to becoming more involved in the APSEA world.

Treasurer: Marie Josee (MJ) Crawford
(mjcrawford15@hotmail.com)

My son is Dominic Crawford (DHH) and we live in Dartmouth.

As a Deaf mother, it's great to participate and receive and also share support with others. I have been involved with APSEA since 1995, both in work-related roles and volunteering.

Dominic is almost 12 and has mild hearing loss. He entered French immersion in the fall.

The APSEA Parent Executive believes it's extremely important for APSEA parents to participate in events to meet others with similar identities.

Meet the Executive of the Parent Association (continued)

The Association would like to see various events across Atlantic Canada. If you need help, please contact us and we'll be more than happy to assist. Our email addresses are on the previous page.

As well, we would like to set up a "Mail Chimp" to keep APSEA parents informed about what is happening with the Parent Association. **If you are interested in receiving email from the Association, please send your email address to Lindsay, Secretary, (lindsay.stella0421@gmail.com).** If you don't have an email address, that's okay, just send her your mailing address.



Faces of APSEA ... Meet Janice Gavin

Janice Gavin, Itinerant Teacher for Students who are Deaf and Hard of Hearing, was recently named as one of the **NSTU's Teachers who make a Difference** in the 2015 campaign. Given her abundance of experience and knowledge, broadness of her skill set, and her true enjoyment of helping children reach their potential, it's no wonder that she has been publically acknowledged in this manner.

Janice's adventures in the field of Deaf education began in 1989, when she travelled to British Columbia to work at Jericho Hill School for the Deaf, teaching a grade three/four combined classroom of Deaf and typically hearing students. Returning to her roots in the Maritimes, Janice was hired by APSEA and provided itinerant teaching services in Western and Northern NB (1990-1992) and in Lunenburg and Queens County, NS (1992-1997). Always looking to apply and expand her skills in new ways, she then accepted the role of Academic and Language Evaluator in the APSEA Assessment Department, where she stayed until 2001. Before leaving the APSEA Centre, she spent one more year, this time in the role of Coordinator of Assessment for the DHH Team. Janice was keen to return to the field, where she spent five years in the Halifax area, as an itinerant, before taking educational leave to pursue a Master of Education (Counseling) at Acadia University. Upon her return, she worked as the APSEA Student and Family



Counselor for Nova Scotia, combining her newly acquired knowledge with that of her background in Deaf Education.

In 2012, Janice was once again ready for another challenge and became a valued member of the Assessment and Short-Term Programs team, in the role of Supervisor. Since 2013, she has been back in the role of Itinerant Teacher, and is currently preparing for her next challenge – a return to the Student and Family Counselor position in the New Year!

In addition to being appreciated by her students and their families, Janice is known to be a valued colleague and supportive mentor. She has passed along her knowledge to those who are new to the field, through her supervision of many student teachers. They, along with Janice's current co-workers, have been appreciative beneficiaries of both her expertise and kindness.

If a person can be judged by their accomplishments, Janice is a true success on many, many levels. When not working, she can be found spending time with her greatest accomplishment- her daughter, Colleen, now in her first year of university. Outdoor activities, such as hiking and biking are often on her "fun list", as well as exploring new places with Max the Portuguese Water Dog.

Congratulations Janice, on being honoured for making a difference, in addition to all of your successes. Well done!



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Inclusion Project (June 2015)

- Taylor Belczewski, Student (BVI)

Inclusion: Waddle races with my little brother.

My name is Taylor Belczewski, I am 10 years old and I'm in grade 5. I love swimming, biking and skiing.

This is my first year swimming with the FAST swim team. In the winter I ski with my grandfather at Crabbe Mountain. During spring when the snow melts and Crabbe is closed for the year, my grandfather and I bike together all around Fredericton. We ski and bike Wednesday afternoons because at that time no one in elementary school is at school. This will be the last year for that though because next year I go to middle school where there is school, even on Wednesday afternoons.

By the way, I have low vision, and you may be wondering how I do all of this without seeing as good as others might. I'll tell you, it's no secret. I develop strategies to help me. When I'm skiing or biking, my grandfather uses verbal communication to tell me when there is a turn, people, pot holes, and other things in front of me. He usually goes behind me so he can watch me. But sometimes I go too slow and he speeds up to pass me, instead of running into me!



When I'm swimming backstroke, because it's hard to hear under water, my swim coach waggles a pool noodle close to the wall so we know when to stop. If our coach yelled "STOP!" no one would hear her very well because our ears are usually full of water.

And finally, here's the answer to your question, what does inclusion mean to me? Inclusion means changing or modifying the rules of a game or sport so everyone can do it. For instance, my little brother, who is three, was learning how to skate (in the winter) and now he waddles on the ice. We skate on our own small pond that freezes every winter, so my brother and I have waddling races from one end of the pond to the other. My brother has so much fun when he's included that he bursts out laughing in the middle of the pond and can't go one more waddle! Until he gets cold, then he's a muffin.

