



Family Weekend 2016 : English version

The 2016 edition of the Family Weekend, organized by the Centre Jules-Léger Provincial School Parents Council, RESO and AOSF, was held at the Terry Fox Youth Centre in Ottawa from May 20th to 23rd, 2016.

For those who attended, this section is intended to refresh your memory and make a summary of a very informative weekend. For those who could not be there, we hope this page will be filled with new and useful information for you and your family.

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Knowing Your Deaf Child



Francine Drouin started the weekend with a quote by Alexander Den Heijer that inspired many topics discussed during the weekend: "When a flower doesn't bloom you fix the environment in which it grows, not the flower."

The analogy between the situation of the flower and the situation of deaf child is very relevant. It helps us understand the importance of knowing your child to learn how to meet his needs. For a flower to bloom, we must place it in an environment that meets its needs. The same is true for your child: in order to develop his full po-

tential, he should end up in an environment that meets his needs.

If the flower does not bloom, change the environment in which it grows, and not the flower. Meanwhile, if the child does not bloom in the current environment, change the environment in which he lives (or move the child completely), and not the child.

So, under this approach, it is the environment which must be adapted and meet the needs of your child; it is not only up to the child to adapt to the environment.

**When a flower
doesn't bloom you
fix the environment
in which it grows,
not the flower.**

- Alexander Den Heijer -

www.livelifehappy.com

“

In order to accept your child's deafness, you must try to see him, not as an object to repair, not as the hearing child he could have been, but as a child, a being of passion, of language, of pleasure, of suffering, with emotions, fears, who needs to be loved, heard, understood, who needs to understand, and wants to learn. (loose translation)

”



Mariette Hillion,
Apprivoiser la surdit  de son enfant

Small groups discussions

Q1

My deaf or HOH child is a child. Therefore many of his needs and behaviors are similar to those of hearing children. For example...

- Needs love and belonging to a family, to a group
- Eats, sleeps and has other basic needs
- Needs discipline and understanding why
- Self esteem, feeling like he can succeed
- Have friends with whom he can communicate and play with
- Curiosity, knowing the what, why and how
- Listen and understand others
- Play, compete and collaborate
- Needs to learn, to discover and to organise

Q2

My deaf or HOH child is also different from hearing children. What are some examples of differences of needs and behaviors?

- Tire more quickly, with the need to use their eyes to a greater extent; even more for children with additional needs
- Need to establish contact, to be in the child's bubble
- Adapt the message, take your time
- Different communication needs
- Deaf children are much more visual, use their strength
- Development of strategies to compensate for hearing loss

Q3

Until now, what has helped you most in your role as a parent of a deaf or HOH child?

- Information sharing and support given by friends, RESO, the Deaf community and elsewhere
- The assistance of consultants in relation to the child's school needs
- Understanding your role as a parent
- Finding the right diagnosis to better meet the child's needs
- Learn to develop as a parent and to value your child
- To be patient

Q4

When you look at your child and think about his future, what are your hopes as to what he or she will be able to do in 5 years? 10 years?

- Have the ability to make friends
- Experience success, whether academic or social
- Develop autonomy, for him to be an active member of society
- Have the necessary skills to face the future
- For him to accept himself as a Deaf person, and therefore acknowledge his need to advocate for the services he needs.

Strategies to suit the child's family environment

Some parents have shared before the large group examples of strategies used at home to better adapt the home environment for their child. Here are the examples given.

Pascal and Carine

Visual Calendar: A pictorial calendar to show the important events of the day. This adaptation helps to give a sense of time and avoid frustration of not knowing the events that are coming. **Labels on objects:** Adding labels that indicate everyday objects in the home. For example, a label written "refrigerator" on the refrigerator. This adaptation promotes literacy using overall visual recognition of words to learn more everyday terms.

Audrey-Ann and Christo- pher

Homework Help: To encourage homework with some visual techniques, including: a reward system using stickers or other small rewards; a "Time Timer" visual countdown timer to encourage the child to more effectively use time.



Marie-Lise and Daniel

Using lights for certain communications: Rewire a light switch so that a switch of a family area goes to the personal space of the deaf child so he can be warned of general or family communications. Therefore, it becomes a go-to medium for receiving information.



Summary of parents suggestions

Visual Strategies

- Photo Album with names of family members to learn names of extended family
- Pictograms showing the routine
- Visual and interactive games for learning concepts
- Use flashing lights to attract attention

Technological Strategies

- Using Skype / Facetime for calls
- Watch that vibrates to the child's arm used as an alarm clock
- Adapted use of mobile phone or tablet
- Captioning for movies

- Use of Video Relay Service

- Bluetooth Hearing Aid

Other strategies

- Using sign language and French at home
- Review school learning at home, let the child share their school experience
- Talk face to face with the child, take the time to communicate and make sure they understand

My child's school environment, which option to choose?

To talk about IEP (Individual Education Plan) and IPRC (Identification, Placement and Review Committee), some special guests presented and discussed this important issue for parents of deaf children. Jean Marc Sauv , former principal at Centre Jules-L ger, as well as two deaf consultants, Bonny L onard and Jo l St. Louis, have specified the difference between the IEP and the IPRC, and stressed the importance of the identification and placement of the child in order to better meet his/her needs.

Jean Marc has explained the available placements. The School Board offers four choices, or "boxes" where the child can be placed:

1. Integration placement with no support;
2. Integration placement with support, whether it be educators, interpreters, teachers resources, etc.
3. A classroom placement with partial withdrawal (less than 50%) from the classroom, with either educators, teacher resources, etc.
4. A placement in a special classroom (more than 50%), bringing together children with similar needs.

Often School Board officials will offer options 1 or 2 because they are the least expensive, and if they meet the needs of the child, they don't change the routine as much. Option 3 requires more staff resources, and option 4 is often nonexistent. In fact, no francophone School Board currently has a special class for deaf children or children with hearing losses.

For students whom these options do not meet their needs, there is a fifth option:

5. A placement in a Provincial school deaf program, in an environment where visual communication is prominent, American Sign Language (ASL) or Langue des signes qu b coise (LSQ), as well as English or French.

This option is rarely offered early by School Boards, because if ever the student is not admitted to a provincial school, the Board admits by default he must give option 4, and all costs associated.

Our guests answered several questions from participants in a clear and informative way. Thank you to Jean Marc, Bonny and Joel to share their knowledge and expertise with us!

Info sheets
for parents

IEP and IPRC

Want more information on the Individual enseignement Plan (IEP) and the Identification Committee, Placement and Review Committee (IPRC)? Have a look on the website of RESO in the "Fact Sheets" section for reading sheets that summarize what the IEP and the IPRC, in addition to other useful forms. Visit <http://www.resosurdite.com/> and go under the Resources tab, and fact sheets for parents. French only. Good reading!

Fiche d'information pour les parents

RESO
Association des parents et amis des enfants sourds et malentendants francophones

LE PEI
(Plan d'enseignement individualis )

Qu'est-ce qu'un PEI?

- Un PEI est un document  crit dans lequel on d crit :
 - les points forts et les besoins d'un ou d'une  l ve en difficult ;
 - le programme d'enseignement individualis  et les services   l'enfance en difficult  qu'on offrira pour r pondre aux besoins de l' l ve;
 - la fa on dont on dispensera le programme et les services;
 - Les progr s de l' l ve.
- Le PEI se fonde sur une  valuation  ducative globale des points forts, des int r ts et des besoins de l' l ve.
- Le PEI doit indiquer les objectifs et les attentes fix s pour l' l ve, et expliquer comment le programme d'enseignement   l'enfance en difficult  aidera l' l ve   r aliser ces objectifs et ces attentes.

Faut-il faire un CIPR afin d'avoir un plan d'enseignement individualis ?

- Il n'est pas n cessaire de faire une rencontre du comit  d'identification, de placement et de r vision (CIPR) afin d'avoir un PEI. Un PEI peut  tre  labor  par une  quipe qui peut inclure :
 - L' l ve
 - Le parent

Le processus du PEI:

1. Cueillette de l'information
2. R partition des t ches et d finition de l'orientation
3.  laboration du PEI
4. Mise en application
5. R vision et mise   jour du PEI

RESO - 2016
www.resosurdite.com

Important Information and Parents' rights

Other important information that parents of deaf children need to know for schools:

- An IPRC must be requested in writing to the child's school principal.
- An IPRC can be requested upon registration of the child at the school (including kindergarten), and at anytime during the school year.
- Parents have the right to be accompanied to the IPRC meeting. The accompanying person can be there for moral support and/or as a voice for parents.
- Each School Board has a Special Education Guide for Parents. You can ask your School Board for a hard copy, or try to find it on their website. It contains lots of information on available services, as well as the IPRC and IEP process.
- **The 55dB (or 70dB) hearing loss criteria required for admission to a provincial school was recently removed.** Students with different hearing losses (mild, moderate, severe or profound) may now apply and be admitted to CJL if they can benefit from the program and placement.

Summary of comments to "My child's ideal placement"

Some questions are asked to parents in relation to the school placement of their child. These questions were answered via Socrative, a mobile application that shows the responses of all participants live on screen. Here are the questions and a summary of responses.

Write a description of the ideal school environment that would best meet the needs of a deaf child.

- The most recurring theme : a school focused on visual learning, and with a communication model adapted either in sign language or with other communicative adaptations.
- Have Deaf adult role models for the child to discover and accept his identity, and to have a linguistic model.
- A sensitive environment to the child's emotional and social needs, where the child is valued and respected.
- An environment tailored to the specific needs of the child, with qualified personnel, where he learns at his own pace.

In your child's perspective, what does he need and want in his school environment in order to blossom?

- A clear and recurring theme : to have more friends to communicate with. Almost all the answers refer to the child's desire to have a richer social life, as well as clearer communication with peers and staff responsible for his education.
- People around the child understanding that to have a hearing loss is a difference, not a disability.
- The opportunity to discover that learning can be fun, and not only a daunting task.

Sonia Zouari - Sponge House



Sonia Zouari briefly talked about her winning an international prize for her architectural plans for a Sponge House, a home suitable for children with cerebral palsy who need a physically safe environment. She stressed the importance of knowing the specific needs of children before starting the plan. This interview/research exercise has helped develop a "tailor made" environment for children with cerebral palsy. For more on this topic, visit: <http://www.hok.com/about/news/2015/10/05/hok-participates-onwinning-team-for-world-cerebral-palsy-daysponge-house-design-competition/>

RADFO Presentation



In April, a group of parents revealed their existence by sending this message, entitled "Centre Jules-Léger is in danger!" to several major players in the Franco-Ontarian community:

Centre Jules-Léger is the only Franco-Ontarian educational institution in the province offering services and highly specialized education for children who are deaf, blind, deaf-blind, with severe learning disability or attention deficit disorder (ADD) to all twelve French-language School Boards in Ontario. To consolidate public spending, the Ontario government is slowly dismantling Centre Jules-Léger unbeknownst to the Franco-Ontarian community. How-

ever, it is the only French language educational institution which has not yet acquired its management right according to section 23 of the Canadian Charter of Rights and Freedoms, and the Supreme Court of Canada cases that interpret the regulations. When the government of a province refuses or delays to implement the provisions necessary to comply with its obligations as regards Article 23 of the Charter, which strategy should eligible parents adopt : a positive approach through negotiations in good faith with this government or a stronger and firm approach like using legal remedies? We are an actively involved parent group to defend the interests of the Centre Jules-Léger on behalf of our children and our Franco-Ontarian school community. Our cause is strangely similar to that of the Montfort Hospital. Visit our Web site. Tell the people in your community. Follow our campaign. Join our ranks.

The RADFO took the time to present the issues at the Family Weekend. Some representatives explained in more detail Article 23 of the Canadian Charter of Rights and Freedoms, the Supreme Court of Canada who interpret the regulations, and the importance of having a francophone governance for the Centre Jules-Léger. All the information is available on their website, although in French only. They also have a Facebook page and a Twitter account. Their information is at the bottom of the page.

Website :
www.radfo-cjl.ca



Email :
radfo.cjl@gmail.com



Facebook
<https://www.facebook.com/radfo.cjl/>



Twitter
https://twitter.com/RADFO_CJL



Children's activities

While parents were enjoying the weekend, so were the children! They had a lot of fun with their peers and the monitors who organised great activities. Here are a few photos we hope will make you smile!



More photos!



Parents and Participants Comments

"I love seeing respect for all languages used."

"I liked the relaxed and open atmosphere of the Family Weekend, and the ease for parents to speak up and ask relevant, interesting questions."

"The analogy of the flower is a great way to remember how it can be for our deaf or hard of hearing children and their needs. It's also nice to share ideas with other parents to better assist and support our children. "

"It was very touching to see how Audrey-Ann, when growing up, refused to be deaf, and only after her trip to Centre Jules-Léger realized she missed so much in school."

"This is a great exercise for parents to understand what it's like for their child, which is essential for us to help them in their journey."

"I enjoyed the analogy of the variety of flowers that require individual attention in order to thrive. Education is not a single mold."

"This meeting encourages me to pursue my efforts for the success of the life of my child. I hope RESO and CJL will continue their excellent work for a long time! "

"I loved RADFO's presentation. Now I want more information - this affects all of us and future deaf children. I appreciate the work and motivation of this group. "

"The Deaf Adults Panel was the session that had the biggest impact on me. It made me think, and I'll probably make adjustments and changes along the way."

"Thank you for the testimonies and advice from 'The Citizen'. It really helps me navigate the bureaucratic machinery to get the best services for my child. "

Thank you to all the parents
and participants for coming
to this great weekend!

Acknowledgments

The family weekend would not be possible without the help of all the great people involved. Big thanks to everyone for your great contribution!

Presentations and Animation

Francine Drouin
Carine J. Lafrance
Sonia Zouari
Joël St-Louis
Bonny Léonard
Jean Marc Sauv 
Pascal Lafrance
Jean-Guy Perron

Teachers and Consultants

Farouk Bouanane
Jo l St-Louis
Bonny L onard

Interpreters

Lise St-Louis
Chantal L onard
Sacha Jackson
Janice McLaren

Testimonies

Marie-Lise Hach 
Christopher S guin
Christopher Pellow
Genevi ve Deguire
Audrey-Ann H lie

Photos and Tech Support

Pascal Lafrance
Ryan McGuire
Jo l St-Louis
Charles LeMay
Tanya Labont 



Monitors

M lissa B rub 
Alyssa Leforte
Johnny Trottier
Roxanne Charron
Taylor Perron
Danielle Danis
Chlo  Caissie
St phane B lair
Jonathan
Poulin-Desbiens
Sophie Cl ment
Tanya Labont 
Richard Cameron
Genevi ve Deguire
Andreea Andrei
Nathalie Desbois
Galliene Nana

Volunteers

Tanya Labont 
St phie Ninka
Jessica Boyle
Richard Cameron
Andreea Andrei
Johnny Trottier
Galliene Nana
Micheal McGuire
Nathalie Desbois

RESO Board and School Council

Marie-Lise Hach 
Daniel Hach 
Carine J. Lafrance
Pascal Lafrance
Jo l LeMay
Marie-Rose
Ndayishimiye
Jean-Guy Perron
Keven Daigle
Tammy Deschamps
Charles LeMay
Francine Drouin
Audrey-Ann H lie

Others

Centre Terry-Fox pour
la jeunesse
Soci t  canadienne de
l'ou ie
RADFO (Regroupement
des ayants droit fran-
co-ontariens
Services d'incendie de
la ville d'Ottawa
Gendarmerie Royale
du Canada
Minist re de l' duca-
tion de l'Ontario

Thank you, and see you next year!



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 Resosurdite

resosurdite.com
resosurdite@gmail.com

Téléphone : 613 761-3427
Télécopie : 613 761-9305

Adhérer à RESO, c'est appuyer les familles d'enfants sourds et malentendants franco-ontariens, c'est être informé et être invité à participer à toutes sortes d'activités. Être membre de RESO, c'est aussi avoir la chance d'échanger avec d'autres parents qui vivent une situation semblable. C'est avoir la possibilité d'être actif dans la mise sur pied de services ou dans la création de matériel éducatif adapté aux besoins qui surviennent quand la surdité touche un enfant.