



NEWSLETTER
FALL 2002

INDEPENDENTLY MERGING
PARENT ASSOCIATIONS
OF CALIFORNIA

Together for Deaf and Hard of Hearing Kids

1-877-322-7299

WWW.DEAFKIDS.ORG

In this issue:

**California Approves
Educational Interpreter
Standards**

**The Complexity of
Raising Children**

**2002 Deaf Academic Bowl
Update**

**The Shared Reading
Project Comes to
Stanislaus County**

IMPACT Newsletter
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EDUCATIONAL INTERPRETER STANDARDS APPROVED!



Julie Oliver interprets for deaf students at Samuel Vaughn Elementary in Ceres, CA. She and other educational interpreters are working towards RID certification to meet the new state standards by 2007.

On Thursday, May 30, the State Board of Education approved qualification standards for educational interpreters in California. Those standards, which now become part of the California Code of Regulations, require that by January 1, 2007, all educational interpreters in California's public and non-public schools must be RID certified or equivalent. IMPACT believes that the new standards represent a critically important step towards quality programs for deaf and hard-of-hearing students statewide.

(continued on page 3)

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WWW.DEAFKIDS.ORG

What is IMPACT?

IMPACT is an organization of parents, teachers and professionals serving deaf and hard of hearing children. Our organization was established in 1986 with 12 parents and has a current membership of over 400. We are supported and encouraged by a host of organizations serving the deaf community. IMPACT's purpose is to meet the needs of the parents we serve.

IMPACT Mission Statement

We as parents, members and professionals of the deaf and hard of hearing community are rising up as a single voice. Regardless of communication modalities, we stand united in the task of getting the very best for our children. We will take no less than quality education for our children, support and early intervention for our families, information and education for our parents.

Support IMPACT

IMPACT needs your support to continue advocating on the behalf of you and your deaf or hard of hearing child. We currently offer four levels of membership. For as little as \$30 a year, you can support our efforts and qualify for a registration discount at our annual Cal-Ed/IMPACT conference. All members of IMPACT also receive a copy of the IMPACT newsletter mailed directly to their homes.

If you would like to learn more about IMPACT or need this organization's assistance in any matter related to your child's education, please feel free to contact us at 1-877-322-7299 or visit www.deafkids.org.

EDUCATIONAL INTERPRETERS (CONTINUED FROM PAGE 1)

The passage of these regulations has been an arduous two-year process, made possible by the dedication and perseverance of the Educational Interpreter Standards Workgroup. IMPACT has long advocated for the adoption of educational interpreter standards in our state, and has worked closely with the E.I. Workgroup to achieve these ends.

The California Department of Education will be publishing guidance regarding what certifications or assessments will be considered "equivalent" for purposes of working in the K-12 settings. A number of educational SEE sign transliterators have expressed concern that RID certification does not assess SEE sign transliteration skills. Be assured that there will be

an assessment appropriate for these paraprofessionals.

The Department will also be establishing an implementation workgroup, to help with the process of ensuring that California's educational interpreters have ample opportunity to meet the standards. Already, some programs around the state are developing inservice training programs for their currently-working interpreters in order to ensure that they will be able to meet the 2007 deadline.

In conjunction with the qualification standards proposal, the California Department of Education has requested funding from the State Legislature for the purpose of 1) helping an existing interpreter

training program establish a distance learning component, and 2) helping local school districts and county offices assist educational interpreters in paying for training and assessment. The Department is hoping to receive \$500,000 for this purpose, pending the Governor's signature on the State Budget.

If you have questions regarding the new educational interpreter standards, please call me, Nancy Grosz Sager, at 916-327-3868, or e-mail me at nsager@cde.ca.gov.

Nancy Grosz-Sager is the Deaf and Hard of Hearing Programs Consultant for the California Department of Education.

IN OTHER NEWS...

• Dr. Klopping, Superintendent of CSD Fremont, was recently awarded the prestigious Devilla Award for his outstanding contributions to the field of Deaf Education.

• Norcal's Sacramento office, and consequently the Parent Links office, have moved! The new address is given below.

4708 Roseville Rd. Suite 112
North Highlands, CA 95660
916-349-7500 V/TTY
916-349-7580 fax

The Parent Links email address is unchanged: parentlinks@aol.com.

• Romeo, a deaf dog currently living in a Southern CA shelter, is still looking for a good home. Please contact Ha Adolfo, a volunteer with the shelter. at (310) 518-1093 (voice) or (310) 518-2274 (fax).

To submit news items for the web page or this newsletter, please send email to singj@pacbell.net.

IMPACT Membership Application

Full Name: Mr./Mrs./Ms. _____

Address: _____

City: _____ State: _____ ZIP: _____

Home Phone: _____ (Specify voice or TTY)

Work Phone: _____ Fax: _____

Email: _____

____ Parent

____ Student

____ Business

____ Professional

____ Social Agency

____ Legislator

Enclosed is my contribution:

____ Advocate (\$500)

____ Supporter (\$300)

____ Booster (\$100)

____ Family/Individual (\$30)

I am a:

____ New Member

____ Renewing

Please complete this form, clip it out, and mail it along with your check to:

IMPACT Treasurer

42101 Camino Santa Barbara • Fremont, CA 94539

THE COMPLEXITY OF RAISING CHILDREN

By Sandy Harvey
Parent Links Coordinator

My baby cannot hear...

YOU ARE NOT ALONE!

The complexity of raising children who *can* hear - of meeting their social, psychological, and educational needs - is a tough enough job for parents. When our babies are identified as deaf or hard of hearing, that job is made even more complex and, at times, overwhelming. Parents often experience a sense of loss, anger, guilt and confusion. As parents, we have an unquenchable thirst for knowledge and understanding about our children. Often, we are unprepared for raising a deaf or hard of hearing child. Our child may be the first person we have ever met who is deaf or hard of hearing.

Too frequently, parents are preached to, lobbied, and pushed into decisions based on the philosophies of others, rather than being allowed to arrive at their own conclusions. The best decisions that parents make for their children are the ones that are the most informed. We must not deny our inherent ability to know our children, even in the midst of confronting and learning about something we've never had to face before - hearing loss.

With all the information available to us - from books, articles, and web sites, from professionals, family and friends, and from other sources - how does one sort through it all to arrive at decisions that are right for your child and family? Here are some tips that may help.



There is no "one size fits all" !

Every child and family is different. Values, experiences, opinions, and resources vary from family to family. What works in one situation may not work in another. There are a number of ways to be successful raising a deaf or hard of hearing child. No one plan or formula will work for everyone. You must trust yourself to do what you believe is right for your child and family.

Meet other parents.

All parents want what is best for their child. Meeting other parents and learning about their experiences can help you discover new opinions, options and resources. You want to parent effectively, and this can give you an opportunity to learn about "real life" strategies that work. Meeting other parents can also help you to recognize that you are not the only one raising a child with hearing loss. For some parents, acceptance of the hearing loss comes easily, while others may struggle with it for some time. For most, it is an ongoing process. Even before our children are born we have dreams and expectations for them. When we discover that they are deaf or hard of hearing, those dreams may disappear and our expectations may change. Fear often replaces the anticipation of all our child can accomplish, and many parents grieve over what they perceive can never be. In time, most parents come to realize that these dreams can still be accomplished, regardless of the hearing loss. One of the best ways for parents to realize this is through contact with other parents who have gone through a similar experience. PARENT LINKS can link you to other parents!

Meet Deaf and hard of hearing adults.

Deaf and hard of hearing adults are young deaf and hard of hearing children grown up! They use a variety of communication modes. Seeing successful deaf and hard of hearing adults can increase an understanding of what it means to be deaf or hard of hearing and may help facilitate acceptance of the child's hearing loss. Deaf and hard of hearing persons, given appropriate language learning, educational, and social opportunities, can achieve the same rates of academic, social, and personal success as hearing individuals. Meeting successful deaf



and hard of hearing adults may give you a vision of success for your child that might be difficult to dream otherwise. Deaf adults and hard of hearing adults - most of whom come from hearing families - can share their experiences with you and provide information and encouragement. As in all communities, there is diversity in the deaf and hard of hearing community, and parents benefit from meeting deaf and hard of hearing persons from a variety of backgrounds, experiences, and opinions. PARENT LINKS can introduce you to Deaf and hard of hearing adults in your own area.

Visit a variety of educational programs.

Often parents want to know what the *best* program is, or whether a particular program is better than another one. The only way to make these kinds of judgments is to see for yourself what the program is like and to understand your child's unique needs. Ask lots of questions. This is new to you, and there is a lot to know. Remember that:

-
- *Each child has a given set of strengths and weaknesses.*
 - *Each child has individual needs based on his/her strengths and weaknesses.*
 - *Educational, physical, social and emotional needs must be met in order for a child to grow.*
 - *The program that meets an individual child's needs is the "best program"!*
-

Review each suggestion you receive carefully.

Do you fully understand what is being recommended, or do you need more information? Do you know what the positives and the negatives are? Does it sound like something

that will work for you and your family? Ask to see/read about the research that supports the recommendations you are given. Inquire about other options and ask with whom you can discuss those philosophies. PARENT LINKS can provide information.

No decision needs to be forever.

Support what is working for your child and modify or eliminate what is not working. The goal should be optimal communication outcomes, not adherence to a particular ideology.

Finally . . . love and value your child for the wonder that s/he is.

The days will not all be easy. The nights will not all be serene. You can learn the right questions to ask, determine with wisdom the answers, and make informed decisions that will best accommodate your child.

It is so easy to look at all of the things we still need to do and forget to celebrate the joy that take place every day in the lives of our children and ourselves. Your infant's first eye contact with you, your toddler's first time wearing hearing aids for 30 minutes, the first imitation of a sound you are making, the first simple phrase you've signed to your child - these are major successes, even when just one month ago those goals may

have seemed impossible. It is a common mistake to feel like you are never doing enough to help your child, and it is good to be reminded of how far you have actually come when you are going through a rough period. Raising a child who is deaf or hard of hearing is an awesome responsibility but when a child is raised with a sense of wonderment, dignity and identity, we have done our jobs. Happy parenting!

PARENT LINKS is a statewide program that links families of deaf and hard of hearing children (age 0-3 years) to information, health care services, early intervention programs and other parents. In addition, PARENT LINKS can help to establish parent groups, offers trainings and provides one-on-one support. Funding for the program is provided by a grant awarded to the Coalition of Agencies Serving the Deaf from The California Endowment, the state's largest health foundation.

PARENT LINKS Consultants are located throughout California and are committed to empowering families through education, training and support to become equal participants in educational, medical and social decisions that have a life-long impact on their deaf or hard of hearing child. For information and/or support please call toll-free: 877-322-7299. Parent Links Consultants are:

*Northern California: Bonnie Burleson
Bay Area: Elizabeth Green
Los Angeles: Irene Tucson
San Diego: Wendy Keedy*

2002 DEAF BOWL RESULTS

Washington, DC—The weekend of April 20-22 brought 10 schools for the deaf, or schools which have programs serving deaf students, to Gallaudet University for the 6th Annual National High School Academic Bowl for Deaf and Hard of Hearing Students.

University High School of Irvine, California took home second place honors, surpassed only by Florida School for the Deaf of St. Augustine.

Congratulations to the University High team for their awesome achievement at the national competition!



University High School Deaf Academic Bowl team for 2002, from left to right: Clay Stearns, Nathan Elliot, Josh Allmann, Alaina Talbot, Ashton Sanderson, and coach Alan Davary

SHARED READING PROJECT COMES TO STANISLAUS COUNTY

This October, the Stanislaus County Office of Education will become one of the first programs in California to offer the Shared Reading Program (SRP). SRP is a unique program, originally implemented in Hawaii and most recently “piloted” through the Laurent Clerc Center at Gallaudet University. Its primary goal is to empower parents to read books to their deaf children and in doing so, enhance the literacy of the children whose families participate in the program. Each week, a deaf adult tutor takes a pre-made “bookbag” containing a book, a videotape, and an activity sheet into the parents’ home. The tutor works with the family for about an hour, teaching the parents how to sign the book and allowing them to practice reading to their child. The tutor then leaves the kit with the family for a week, after

which he or she returns with a new bookbag.

There are many fringe benefits associated with the program, including improved parent-child communication and parent exposure to positive deaf adult role models. Jason Gillespie, a teacher and one of the site coordinators for the Stanislaus County SRP program, remarked, “I’m so incredibly proud that our program is taking part in this...it reflects SCOE’s commitment to empowering families, and I think that our students will be reaping the benefits for years to come.”

At the foundation of the Shared Reading Project are 15 core principles, based on research examining the ways that deaf mothers read to their deaf children. Because it

is based on deaf mother/child interactions, SRP focuses on ASL storytelling first, then attempts to “bridge” the ASL to the printed English. Consequently, the Shared Reading Project may not be appropriate for all deaf children or their families. However, Stanislaus County will try to apply the SRP principles in meeting the needs of parents who do not use ASL with their children.

“It’s pretty clear that our most successful readers are kids who were read to by their parents. We think we can help equip parents to do this...we simply want to help them be able to help their own kids.”

*The Shared Reading Project website:
<http://clerccenter.gallaudet.edu/Literacy/srp/srp.html>*



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