

LIBRARY RESOURCES

MEDICAL-MENTAL HEALTH

M-1 1 Children and Youth with a Hearing Loss: promoting Mental Health Health Canada

In keeping with its mandate to promote and improve the overall health and health care of all Canadians, the Health Services Directorate develops and facilitates national consensus and action in collaboration with provincial governments and national professionals and voluntary health organizations. Following such collaboration, Health Canada produced two important works in the area of hearing impairment. The first, Childhood Hearing Impairment, focused on childhood hearing impairment with special emphasis on diagnosis and early intervention, while the second, Acquired Hearing Impairment in the Adult, addressed acquired hearing loss in adults. At its meeting in December, 1988, the Canadian Joint Committee on Hearing Impairment discussed the unmet needs of the school-age hearing impaired population and recommended that Health Canada once again bring together an interdisciplinary working group to examine the needs of deaf and hard of hearing children and youth.

The Working Group was composed of members from the following disciplines: family medicine, psychiatry, psychology, and school counseling, education of the deaf and hard of hearing, audiology, speech-language pathology and community health nursing. The purpose of the group was to create an interdisciplinary overview of our current ability to meet the needs of hearing impaired children and youth. By building on such Health and Welfare publications as Foundations for the Future, Mental Health for Canadians and Children of Canada, Children of the World, the group hoped to identify areas in which services for children who have a hearing loss fall behind those that are available for hearing children. The particular strength of this group was its broad base of expertise which cut across many disciplines.

A major problem identified by the group in the early stages of its deliberations was that individual service agencies focused on particular problems representing only a fraction of the child's needs rather than addressing the whole person. A child with a hearing loss can only be understood as a complex individual with many interconnected needs; therefore, a primary goal was to create a document in which the child was seen as a person who lived in a family and within a community. This was accomplished by integrating all the information from each specialty within a framework which focused on the child, not the hearing loss.

While readers will find specific information to help them provide services for a child in a particular setting, they will find information embedded in discussions about the child's general needs as an individual. This means that we think of the child as a child first, whose needs are similar to those of a child who does not have a hearing loss. All children need unconditional love of parents, friends, a safe home environment, and to be respected and involved in the community. In addition to these requirements, children with a hearing loss also need an efficient way to communicate and a language system that allows them consistent access to people, to events and to information. Much of what follows is concerned with creating an environment which promotes successful communication and builds self-esteem.

Services as they now exist primarily concentrate on the disability, whereas this document focuses on the child. Deaf and hard of hearing adults quite rightly point out that they are people first, and they should be treated like people, rather than as a problem needing to be fixed. Because we see the most promising way to meet such a goal is through teamwork, the report focuses on providing a broad overview and on "The Team" rather than on individual specialties. While there is a detailed information for various professionals, the material found in this work contains a great deal of general information which will be useful to anyone involved with children who have a hearing loss.

This document is not a statement of federal government policy, but rather it constitutes a part of the information base from which policies, programs and strategies may be developed. It is hoped that the report will be a valuable guide to health professionals, mental health counsellors, social services workers, educators and agencies which serve children with a hearing loss. Much of the report focuses on the mental health needs of these children and youth. Society today places a great demands on young people and their families. It is hoped that a greater understanding and appreciation of the issues and the services surrounding children with a hearing loss will lead to the enhancement of self-esteem, the reduction of inequities, increased prevention of health and mental health problems, and the establishment of coping strategies central to overcoming challenges that face these children.

M-2 Mental Health Services For Deaf People 1992 Edition

Edited by Barbra A. Willigan Susan J. King

The provision of appropriate mental health services to deaf individuals has always posed a challenge to the mental health and deafness field. Problems encountered have included frequent difficulties in identifying service providers who are not only professionally trained in the mental health fields, but who are also knowledgeable regarding the unique cultural-and language-related considerations of deafness. The inability of service providers to understand and appreciate the mental health needs and the cultural uniqueness of deaf individuals has often resulted in service unavailability and/or inaccessibility. In some cases, although services have been provided, these have proved unacceptable for a variety of reasons, including often serious misdiagnoses and/ or

inappropriate or superficial treatments.

The mental health and deafness field remains a constant state of flux. Service providers here today may be gone tomorrow. There is always the pressing need to update the identification and location of appropriate service providers for referral and for more timely treatment. The developers of this volume believe that a national directory of mental health professionals who serve deaf clients represents a significant step towards improved accessibility and accountability in this special field.

This 1992 edition of a Directory of Mental Health Services for Deaf People follows and updates previous attempts to compile comprehensive listings of mental health service providers to deaf individuals. The first Directory of Mental Health Programs and Resources for Hearing Impaired Persons was published in 1981 by the Gallaudet Research Institute, Gallaudet University (with NIMH funding for a study of mental health service delivery). Next came the second and third directories: Directory of Mental Health Services for Deaf Persons (1987 and 1989), published by the Mental Health Section of the American Deafness Rehabilitation Association (ADARA). The task compiling the previous three directories, each undertaken by an individual agency, proved so overwhelming that attempts to produce subsequent editions containing even more comprehensive listings initially appeared daunting.

M-3 Intervening with Deaf Women who are Victims of Spousal Violence

Line Langlais

Marthe Larochelle Denise Lemieux Nicole Racine

In the spring of 1992, two resource persons from La Jonction pour Elle held a series of five Spousal violence awareness sessions (15 hours) with a group of four Deaf women from the Quebec region and a psychologist from the Institut des sourds de Charlesbourg. These meetings led to the following findings:

- *Spousal violence is also present in the Deaf community
- *because of their deafness, Deaf women who are victims of Spousal violence are doubly isolated and deprived
- *few or no intervenors in either public or community organizations have the twin expertise required (in deafness and in Spousal violence) to work adequately with such women
- *the language intervention methods normally used in dealing with Spousal violence are not adapted to the culture and methods of communication of Deaf women (too many abstractions, insufficient visual aids, unknown words, etc.)
- *shelters for women victims of violence are virtually inaccessible to Deaf women because of the lack of necessary equipment (tty's/tdd's, decoders, light indicators etc.) And staff trained in deafness issues.

M-4 Expanded Mental Health Care for The Deaf Rehabilitation and Prevention

U.S. Department of Health, Education, Welfare

The project described in the current report which ran from 1966 to 1969 demonstrates the feasibility of adding preventive and rehabilitative services to a mental health program for the deaf so as increased the effectiveness of the entire program.

In providing psychiatric services for the deaf in New York State, the Department of Mental Hygiene, represented by the New York State Psychiatric Institute and Rockland State Hospital, had by 1966 established comprehensive inpatient and outpatient units for treatment. Under the expanded organization represented by this new project, rehabilitation services for inpatients begin when the patient enters the hospital. Social worker and the rehabilitation counselor work with family and community agencies to pave the way for social and vocational acceptance of the deaf patient. Halfway house facilities are tested while the patient is still in the hospital and are used after discharged as a bridge to the community. Close liaison with state vocational rehabilitation counselors ensures smooth transfer to employment status. Similar facilities are available to clinic patients.

On the preventive level, consulting services at school for the deaf are supplemented by group therapy for students, group counseling for parents, and discussions with teachers and cottage personnel.

The program's success is measured not only by the number of patients rehabilitated who otherwise would have become chronic hospital inmates, but also by the degree of community cooperation elicited and the increasing awareness of mental health needs of the deaf throughout the country.

M-5 Counseling with Deaf People

Edited by Allen E. Sussman and Larry G. Stewart
Deafness Research & Training Center

M-6 Children and Youth with a Hearing Loss: Promoting Mental Health

Health Canada

This handbook contains excerpts from the book Children and Youth with A Hearing Loss: Promoting Mental Health,(Health Canada, 1994). Both documents were prepared by interdisciplinary group of professionals working with Deaf and Hard of Hearing

children and youth across Canada. Special thanks are extended to members Cheryl Gibson and John Anderson for their work in compiling this summary.

Children and Youth with A Hearing Loss: Promoting Mental Health is a resource book which provides information for mental health professionals, health professionals, educators, and organizations serving the mental health needs of Deaf and Hard of Hearing children and youth and their families.

Many of the topics which are discussed in Children and Youth with A Hearing Loss: Promoting Mental Health are summarized very briefly in this brochure. Please refer to the book for a more through treatment of any of these subjects.

M-7 Behavior Disorders of Children & Adolescents Assessment, Etiology, And Intervention

Marilyn T. Erickson

The purpose of this book is to introduce undergraduate and beginning graduate students to the developmental and behavior problems of children and adolescents, as well as to the clinical methods for assessing and treating these problems. The primary goal is to present an overview that relates past and present trends to future directions; thus the book contains a variety of theoretical and clinical approaches to children's psychological problems. Another goal is to discuss the methods used to obtain information about children's development and behavior problems and also the difficulties of evaluating and interpreting this information. The final goal is to familiarize students with major types of children's psychological problems as related to their assessment, etiology, and treatment.

The first half if the book contains general information about assessment methods, theories and research on etiology, and approaches to treatment. The second half contains comparable specific information that has been obtained about children and adolescents with specific types of behavior problems. The student should be aware that the population of children and adolescents with behavior disorders may be subdivided in a variety of ways; the diagnostic system used in this book is based primarily on the fourth edition of the Diagnostic and Statistical Manual of Mental Disorders.

For this third edition, several of my current and formal doctoral students agreed to join me in revising and updating the book. I am especially appreciative of their significant timely contributions: chapters 2 and 3- Thresa Parr, M.S., Clinical Psychology Intern, University of North Carolina School of Medicine; and Barry Rand, M.S., Clinical Psychology Intern Hall Institute, University of South Carolina School of Medicine; chapters 6 and 7- Lyn Vinnick, Ph.D., Assistant Professor of Clinical Psychology in Psychiatry, Columbia University College of Medicine; chapter 8 Beth Wildman, Ph.D., Associate Professor, Psychology Department, Kent State University; chapter

9-Andrew Bondy, Ph.D., Director Delaware Autism Program & President, Pyramid Educational Consultants; chapter10- Sharon Carmanico, Ph.D., Staff Psychologist, Virginia Learning Centers; chapter 11- Cassandra Stanton, M.S., Clinical Child Psychology doctoral student, Virginia Commonwealth University; chapter13-Joni Mckeeman, Ph.D., Clinical Assistant Professor; Pediatrics Department, University of North Carolina School of Medicine; chapter 14-Anthony Spirito, Ph.D., Associate Professor, Psychiatry Department, Brown University School of Medicine; and Emily Smith Rappold, Ph.D., Coordinator of training, Mental Health Center, Gallaudet University.

Most books require an extended period of devotion by the author, and this is one is no exception, having been written in parallel with many other activities of academic life. In a larger perspective, however, an author's work is the result of a much longer history of contact with the research literature and interactions with specific individuals. I am particularly indebted to Lewis Lipsitt, Judy Rosenblith, Harrie Chamberlin, and the late John Hill for their lasting influence as mentors and colleagues.

M-8 Intentional Interviewing and Counseling Facilitating Client Development in Multicultural Society

Allen E. Ivey

This practical book shows beginning counselors and therapists how to conduct effective interviewing using Allen Ivey's original micro skills approach. Following the discrete, easy-to-master steps in this book, you'll learn:

- *How to listen, influence, and structure an effective interviewing session
- *How to conduct a full interview using only listening skills
- *How to adapt micro skills and interviewing plans to meet the needs of multicultural clients
- *How to analyze your own natural style of helping and assess its impact on your clients
- *How to conduct an interview that facilitates client development-and how to measure that development
- *And much more!

We are her advocates because we are two of the people who know her best and we want the best for her. The long range goal is for Cara to become her own advocate.

People who are Deaf blind have been important contributors to Canadian Society. It will be a better community that provides integration and inclusion for all. Cara's community

is certainly richer because she and her Intervenors are involved.

M-9 Crisis Intervention Strategies

Burl E. Gilliland Richard K. James

This book teaches helping professionals the skills and procedures they need to handle crisis. With the first edition of this comprehensive book, Burl Gilliland and Richard James created a model that gives students and practitioners a systematic way of dealing with people in crisis. Upon this model the authors then built specific strategies for handling a myriad of different crisis situations-in many cases right down to providing the dialogue that the nurse, minister, police officer, counselor, or other practitioner might have with the one person in crisis.

In this third, updated edition, the authors take a look at cutting-edge topics such as the long-term impact of childhood sexual and/ or physical abuse on victims, the impact that substance abuse has on families of the abusers, and the impact codependent relationships have on people.

This practical book uses real case studies to present crisis intervention and therapeutic techniques for a broad range of situations. By “crises,” the authors are not talking strictly about dramatic public situations that require professional intervention; they are referring to the kinds of personal crises that most often compel people to seek help. These authors combine innovative techniques with current research to explain the most contemporary approaches to crisis intervention. The wide use of case studies and dialogues allows readers to experience what the crisis worker experiences.

M-10 Counseling with Deaf people Deafness Research & Training Center

Allen E. Sussman and Larry G. Stewart

M-11 Counseling Parents of Hearing Impaired Children

David Luterman, D.Ed.

Counseling Parents of Hearing Impaired Children is the outgrowth of Dr. David Luterman’s personal experiences in working with therapists, parents, and children, while directing a parent-centered nursery program for hearing impaired children. Dr. Luterman explains how he has been able to help parents face the reality of their child’s deafness

and, in turn, teach them to cope with and manage their child's special needs, as well as their own. The book focuses on how the counselor can help the child and his parents, encompassing the child's psycho social status, the child's relationship with his parents, and the parents' difficulties in accepting their child's handicap. The author recognizes the individual differences and circumstances of every parent-child relationship and therefore does not prescribe any one system, nursery program, or communication mode for all hearing-impaired children. Instead, he helps counselors learn to work with parents in establishing a comfortable and workable program for everyone involved in the therapeutic process.

The book begins by describing the characteristics and identifiable manner in which all parents react upon learning about their child's hearing problem. Parental expectations, the professional's role, and counseling the parent discussed with sensitivity and insight. The book then provides an in-depth investigation into the kinds of programs that can be developed for the parent and the difficulty in establishing some of them. A large section of the book explores relationships between family members of a household in which there is a deaf member, including husband-wife relationships, parent's-grandparents relationships, relationships with siblings and the special relationship between deaf parents and their deaf children. The author also examines the relationship between parents and educators, and the public law 94-142.

Behind every set of headphones there is more than a pair of ears-there is a human being. Counseling Parents of Hearing Impaired Children helps audiologists, speech therapists, and students to reach the most influential and important therapists in deaf children's lives -their parents.

MG-30 Canada Youth & AIDS Study
New Brunswick Report
Queens University at Kingston

This study was undertaken to stimulate the improvement and development of educational and social programs designed to prevent the spread of acquired immunodeficiency syndrome (AIDS) and other sexually transmitted diseases (STDs) among adolescents. The study was funded by the National Health Research and Development Program (NHRDP) of Health and Welfare Canada. It was conducted in collaboration with the

Federal Center for AIDS and members of the Expert Interdisciplinary Advisory Committee on Sexually Transmitted Diseases in Children and Youth.

The study's findings are presented in several documents. The national findings are presented in a report entitled. Canada Youth and AIDS Study. Details about the research design will be contained in the Canada Youth AIDS study: Technical Report which will be available in July 1989. Detailed findings about the street youth will be a separate report, Street Youth and AIDS, which will be available in June 1989. Finally, the New Brunswick findings are presented in this report for distribution to study participants and key individuals and organizations within the province.

The New Brunswick report was prepared by Richard Beazley in collaboration with Alan King and Wendy Warren. It expands the findings that were presented in the Canada Youth and AIDS Study report (A.C.J. King, R.P. Beazley, W.K. Warren, C.A. Hankins, A.S. Robertson and J.L. Radford, 1988).

Without the dedicated efforts of the Canada Youth and AIDS Study's New Brunswick Coordinator, Dr. Barry Miller, and the cooperation of many institutions, organizations, parents and youth, it would be impossible to collect data on these especially sensitive topics within the very tight time constraints under which we worked. The research team is grateful for their efforts.

G-31 AIDS/HIV Education Developing Policies and School-Community Partnerships
Canadian Association of School Administrators

The material contained in this publication is offered as a resource to educational leaders in Canada. The Federal Center for AIDS and the Canadian Association of School Administrators do not necessarily agree with all the advice contained herein. However, the information is viewed as worthy of consideration by educators as they continue their efforts to prevent the spread of the disease.

G-31 Federal/ Provincial/ Territorial Working Group on Confidentiality in Relation To
HIV Seropositivity November 1988
Health and Welfare Canada

Questions surrounding HIV testing and reporting highlight the need for a balance between two competing objectives: protecting the public from an incurable disease and protecting the rights of the individuals who are being tested.

This discussion document outlines basic guiding principles which would enable sound public health measures while ensuring that the rights of the individual are protected.

These principles are intended to apply to all individuals who are tested for HIV infection, and not only those who are found to be HIV positive or those who have developed clinical AIDS.

This paper does not attempt to address the seroprevalence research component of HIV testing but focuses on testing of individuals.

G-33 First Aid The Vital Link The Canadian Red Cross

This manual is a reference for the Red Cross First Aid courses, Standard and Emergency First Aid, and should not be considered a substitute for an up-to-date first aid training course.

G-34 Improvisation Learning Through Drama David W. Booth and Charles J. Lundy

“Finding the Drama.” This is a phrase that you will encounter again and again as you work and play your way through this book. It’s a somewhat vague phrase, but that is because drama is very hard to define.

Drama doesn’t simply mean Theatre, although Theatre is one of the events we participate in (as audience and performers) in the hype of finding drama.

It doesn’t always mean fun and excitement, although excitement, tension, and satisfaction are important ingredients of drama.

And drama doesn’t imply “ serious Theatre” as opposed to comedy or mystery or science fiction, although this is the way the word is often used in for example television guides.

Then what is drama? It is something that happens when all the participants in and witness to make-believe situation find themselves believing in that situation, because somehow the situation has come to represent things that are important to everyone. The learning come to represent things that are important to everyone. The learning in drama is something like a voice saying:”this is what life is like; this is how people are; this is the way that human encounters work.”

Drama is a group process: it works from the strength of group and enriches the lives of everyone concerned. You find dram by working within the medium-by improvising, by

exploring ideas through role-play, and then by replaying, discussing, arguing and discovering new meanings of the situation.

You begin to work in drama with everyone in the whole class, free from anyone looking at you. This allows you to learn about yourself as you participate, building on your personal strengths, learning about how you think and feel, and, at the same time, developing your communication and Theatre skills. Then there will be times when you may wish to revise, shape and rehearse your work so that you can communicate your ideas to others in the class. And, as your experience and trust grow, you may want to share your drama explorations with other audiences.

Improvisation: Learning through Drama is divided into five sections. Section A is about getting yourself prepared for the drama work. Section B prepares the whole group for the drama process. These two sections are filled with games and activities that can be played and worked with for their own sake. Section C is about the differences between playing yourself and playing a role. And in section D you cross over into the drama itself. The last part of the book, "Drama Projects," offers a few suggestions for exploring the performance aspects of Theatre.

Each section is divided into chapters, and each chapter contains an introductory essay, a Workshop with its own Table of Contents, and a page for journal writing. The further you move into drama, the more necessary it becomes that you know how to find your way out of it. By keeping a drama journal, you can reflect on what happened within the drama, think about how you felt working inside the action, examine your feelings and ideas about working with your group, look at how the drama affected you, and add to your knowledge of how drama works. You may or may not wish to share your notes with others in the class.

Join in. Trust yourself. Trust your group. Explore and enjoy drama. Drama helps you build skills for life, so that you can feel confident and secure in dealing with others in the many situations in which you find yourself. Drama can be a powerful and significant experience.

G-36 Global Art Activities, Projects, and Inventions From Around the World
MaryAnn F. Kohl Jean Potter

Give children a piece of geography or history they can hold in their hands. Global Arts makes geography, culture and history real for children through direct, concrete experience. Over 135 projects provide exciting ways for young ones to travel the world. Crafting their own Nigerian Royalty Hangings, Chinese Printing Presses and Peruvian Silver Wind Chimes will help them understand and appreciate the people who made these.

The easy-to-do activities use everyday household items to create sculptures and decorations, paintings, drawings and much more. Each artifact to be made is

accompanied by a map showing the geographical location of its source and fascinating information on its native land, culture or history.

Authors MaryAnn Kohl and Jean Potter also collaborated on *Cooking Art* for Gryphon House and *Science Arts* for Bright Ring Publishing. *Cooking Art* was chosen as outstanding by Parent Council. *Science Arts* is a Benjamin Franklin Award winner.

G-37 *Understanding Children and Adolescents* 3rd Edition

Judith A. Schickedanz David I. Schickedanz

Peggy D. Forsyth G. Alfred Forsyth

A primary aim in this edition has been to present a balance of theory, applications, and research findings and to integrate all of these aspects of development by presenting a picture of the whole child situated in realistic, everyday contexts. *Understanding Children and Adolescents* is written primarily for students who will be living and working with children and adolescents, as teachers, parents, childcare providers, nurses, counselors, administrators of programs, and practitioners in a variety of other settings. Students who intend to pursue these types of work need comprehensive, accurate, and up-to-date information about children's development, but they also need to understand the uses and implications of this information. Thus, the emphasis throughout this book is not only on current knowledge and theory, but on the working applications of this knowledge.

Understanding Children and Adolescents is written in a way that invites students to engage deeply with the text. As a result, students read in such a way that they think, learn, and remember. Each chapter and most major topics are introduced with a vignette in which the essence of the information or issue about to be presented is captured in true-to-life situations involving children or adolescents and adults. Additionally, each of these two chapters—Chapter 1, *Theories of Child Development*, and Chapter 2, *Methods of Studying Children*—utilizes a specific, practical problem that helps the student engage with the material and to see how basic concepts presented in the chapters apply to actual situations.

Perhaps the most important goal in writing *Understanding Children and Adolescents* has been to convey our feelings about children. First, children are not miniature adults but individuals who have different ways of thinking and learning about the world. Second, children need considerable attention and care. These ideas are emphasized in the introduction to the book, entitled *PROLOGUE: Why Study Children?* We encourage students to read this introduction to gain a preliminary orientation to the book.

G-38 *Youth Worker Speller: Terminology and Definitions* 1st Edition, 1998

It is important for professional care givers to be literate people. Literate people need to know how to be able to spell. The spelling program in this text helps increase students' literacy. It is a professionally based program, designed to teach students to spell words they will need to know as a youth workers.

II Objectives of this program are:

- 1) to teach students to pronounce words associated with the field of child and youth work
- 2) to familiarize students with meanings of key words in the field of child and youth work
- 3) to teach students to spell and use key words in complete sentences

III Method of Instruction:

Step 1- Students are introduced to pronunciation by instruction.

Step 2- Students search for meaning in the dictionary, texts and other resources. Students then write down the meaning and write another sentence which indicates their understanding of this meaning.

G-39 Resources for Educating Young Children With Diverse Abilities Birth Through Twelve
Penny Low Deiner /Louisa Dyck/ Lana-Lee Hardacre

Resources for Educating Young Children With Diverse Abilities Birth Through Twelve is a textbook and resource tool for early childhood students and professionals in Canada. This First Canadian Edition provides a practical approach to integrating children with diverse abilities into inclusive classroom settings.

As well as providing effective teaching strategies that address the care and education of children in Canada, the text features Canadian social and legal policy in early childhood education and includes Canadian history and resources.

The book is divided into three sections

Part 1 presents an overview of early childhood intervention in Canada;

Part II outlines the diverse conditions that the educator will encounter, and offers suggestions for specific curriculum adaptations; and

Part III presents a variety of activities designed to integrate students with diverse abilities into the curriculum.

Insight to the changing systems and attitudes concerning the education of children with diverse abilities make this an important book for students, educators, and specialists in early childhood education.

G-40 Child Growth and Development Canadian Edition

Editor Ellen N. Junn /Chris J. Boyatzis / Canadian Consulting Editor Elizabeth Levin

Annual Editions: Child Growth and Development, Canadian Edition, is one in a series of over sixty-five volumes, each designed to provide convenient, inexpensive access to a wide range of current, carefully selected articles from some of the most respected

magazines, newspapers, and journals published today. Within the pages of this volume are interesting, well-illustrated articles by psychologists, educators, researchers, and writers providing effective and useful perspectives on today's important topics in the study of child growth and development.

G-42 Health Care Related to Abuse, Assault, Neglect and Family Violence Guidelines Health and Welfare Canada

The guidelines that follow on "Health Care Related to Abuse, Assault, Neglect and Family Violence, 1989" are one of a series of publications produced under the direction of the Subcommittee on Institutional Program Guidelines. Publications in this series provide a consistent definition of requirements for planning and administering a wide range of special services and programs in health institutions.

In general, guidelines are based on information, knowledge, experience, research and expert opinion from health professionals and organizations throughout Canada.

Additional material is often obtained from national and international health organizations, and from other experts knowledgeable in the subject. In this way many Canadians from across the country can contribute to the guidelines, and a consensus on the suggested approach can be achieved.

G-45 ASL/LSQ Laws and Deaf Laws

Prepared for: Canadian Association of the Deaf

Prepared by Henry Vlug

This project started out as an attempt to find out what the laws if any were about American Sign Language (ASL) and Langue des Signes Québécois (LSQ) in Canada and to provide and to provide Deaf advocates with the information they would need if it was decided to lobby for more and stronger ASL/LSQ laws.

Canadian Association of the Deaf (CAD) affiliates and contacts throughout Canada were informed of the availability of the workshops and negotiations, workshops were conducted in Vancouver, Regina, Edmonton and Winnipeg. The Winnipeg workshops was held during the CAD Congress and was national in scope in that leaders from across Canada attended.

It became apparent during the course of the research and the conduct of the workshops that much more could be accomplished by not limiting the focus to just ASL/LSQ laws. There are so many other Deaf issues that could be addressed by the legislative process.

At the time the workshops were held it had been hoped and the participants had been told that a Model Deaf Law would be part of the project report. As the project proceeded this was abandoned as being unrealistic. Instead an effort has been made to present actual copies of many "Deaf" laws. This report is thus relatively short but includes a much longer Resource Book.

This is not meant to be an all inclusive and conclusive report. Rather it is a start. The coverage of the ASL/LSQ and Deaf laws in Canada is reasonably comprehensive. It would not be surprising if there were found to be laws that are not included here.

The rest of the topics are not covered in the same depth. The part about the laws in the USA and other countries is necessarily incomplete. With over 50 jurisdictions in the USA the resources of this project did not allow coverage of all the jurisdictions. Much greater resources would be needed to adequately cover all of the rest of the world and to deal with the different languages and different styles of government and legislation.

G-48 Psycholinguistics

Dan I. Slobin

Both the content and format of the beginning course in psychology vary widely today, not only between institutions and departments but also between instructors within the same department. There is a range of acceptable possibilities for organizing the course and considerable freedom for the instructor to select and emphasize those aspects of modern psychology which he considers the most important and useful. One of the major reasons of course differences is the variety of subject matter and topics are grouped under psychology. It is impossible to give adequate treatment to all the relevant topics within the time limitations typically imposed on the introductory course. To make matters more complicated, the accumulation of knowledge is proceeding at such a rapid pace in the different areas of psychology that it is virtually impossible for anyone to keep pace with the new developments in all these fields. Thus, for an instructor often rightfully limits his treatment to those topics which he feels competent to present with knowledge and understanding. Finally, the current emphasis, in response largely to student and public demand, on the uses of psychology on its relevance, must be noted. To be sure, not all instructors are convinced of the appropriateness of teaching the application of psychology in the beginning course, pointing to the potential dangers of a little knowledge and of premature attempts to use information not well tested-or standardize. In contrast, however, many who teach the introductory courses give considerable time and attention to the application and the meaning of what is known.

With this variety in content, technique, and orientation among instructors, there is need for corresponding variety of textual material. The Scott, Foresman Basic Psychological Concepts Series has been prepared in response to that need. Each title within the Series addresses a single topic. While the volumes are relatively brief, each gives a more intensified development of the topic than is available in any omnibus introductory textbook. Each volume has been prepared by an expert, who presents not only full knowledge of the current substantive and methodological state of his field, but who also provides an original and creative treatment of this material. The books are more than the typical cut-and-dried survey of a topic. There is room in for the kind of original analysis of the problem heretofore unavailable in introductory reading.

Each title in the Series is independent of the others. They all have been written as a

whole so as to maximize the coverage of psychology with minimal overlap redundancy. No single title is a prerequisite to any other in the Series. At the same time, however, the initial volume, an Introduction to Psychology, sets the tone for the Series and attempts to explain how various topics are interrelated. In addition, we should note that there is considerable cross referencing among the volumes and a general attempt at integrating facts and theories that are pertinent to several topics. While the titles are independent and may be used alone, they are also part of a larger, coordinated, comprehensive survey and interpretation of psychology.

The purpose of the Series is to provide both flexibility and expertise for the instructor and the student in the beginning course. The Series is adaptable to a variety of educational goals. The teacher can select and construct a set of reading units, with the content, emphasis, and sequence he desires and that will fit the general purpose and orientation of this course. He may, for example, base his course on several selected topics, each of which is developed in a separate volume. Alternatively, he might use only a single volume to fill a void or to further develop a topic of special importance. Volumes from the Series may be used in conjunction with most general textbooks or with initial core book in the Series. It is further more conceivable that one or another of the volumes would be useful in advance courses, as preliminary reading for the student ill-prepared to contend with a topic on that level or as a supplement developing the background in a related topic on that level or as a distinguished authorship of this Series, the teacher can feel confident in his selection without fear of uneven quality, superficiality, or duplication. This Series has a variety of uses at different educational levels, depending on the needs of the student, the purpose of the course, and the creativity and imagination of the instructor.

The present volume, Psycholinguistics, by Dan I. Slobin, deals with a topic not typically treated in depth in current textual materials for the introductory course. No one is likely to quarrel with the statement that the language plays an intimate and vital, if complex, role in human behavior. Still, for some reason—perhaps because of the very obviousness of the process or, more probably, because of its complexity—psychologists have been slow to study and consequently to make progress toward an understanding of language until rather recently. In the last ten years or so, however, the intriguing problems of psycholinguistics have attracted the attention and imagination of many young researchers and theorists. Our understanding of linguistic behavior has begun to develop, and we are now at a point in the science where it becomes reasonable to speak of the principles of psycholinguistics. Professor Slobin's volume presents and interprets these principles.

We believe that students will find the material fascinating and challenging. We believe further that instructors who might formerly skimmed the area of linguistics behavior in their lectures for lack of adequate textual material will find it possible to treat this topic comprehensively with Psycholinguistics as a resource for their students.

Deaf Culture Video Tapes

When The Mind Hears A Synopsis in ASL Chapter One
Harlan Lane

Chapter One : My New Family is the touching story of Laurent Clerc's early childhood in La Balme France. When he was twelve, after being deprived of the opportunity to attend school, he went with his uncle on a week long journey to the National Institute for Deaf-Mutes in Paris. It was here that Laurent Clerc would spend the next twenty years of his life. Here too he would meet a young deaf man, Jean Massieu. "I realized that there was a difference between home signs I used with my family and the sign language used among the deaf in Paris. And I knew then, too, that I would learn this new language and that these people, this society of the deaf, would be my new family."

When The Mind Hears is a powerful study of the history of Deaf people in Europe and America. This outstanding story reads like a suspenseful novel. Told largely from the vantage point of Laurent Clerc, the narrative skillfully traces the beginnings of formal education for deaf students in France and the US. Sadly, the story is also a study prejudice and oppression for almost two hundred years as "educators" have sought to abolish Sign Language and have denied deaf people the right of self-determination.

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Chapter Two; The Shepard and the Symbol focuses on Jean Massieu. The chapter describes Massieu's life-his frustrated pleas to his father to be allowed to attend school, the kindness of a stranger that lead to his early education in Bordeaux under the abbe Sicard and several dramatic examples of Massieu's decades long friendship with and

loyalty to the abbe Sicard. Jean Massieu was not only a friend and mentor to Laurent Clerc, but he was also”... the first deaf teacher ever and a symbol worldwide of what a deaf man could achieve through education.”

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Chapter Three When The Mind Hears High Theatre A Synopsis in ASL
by Harlan Lane

Chapter Tree: High Theatre tells the story of Abbe Roch Ambroise Sicard, the teacher of Jean Massieu. As the successor to the Abbe de L’EPEE, Sicard, along with Massieu, presented a petition to the French National Assembly and obtained a permanent home for the school-Saint-Jacques. Ever the showman, Sicard eagerly continued the tradition of public demonstrations and exhibits started by the Abbe de L’EPEE. In 1851 Sicard undertook a demonstration tour to London with Massieu, Clerc, and another student. According to Clerc”... thus it was through Sicard’s love of theatre that I came to America, for it was in London that I first met Reverend Thomas Gallaudet.”

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Chapter Four When The Mind Hears A Tale Based on Fact A Synopsis in ASL by Harlan Lane

Chapter Four: A Tale Based on Fact centers around the Abbe de L’EPEE. One of the major episodes in this chapter concerns a deaf man “Joseph” who like the abbe believed was the long lost count of Solar. However, the real focus is the beginning of worldwide education for deaf people. The chance encounter with two deaf sisters that launched his career with deaf students and inspired the abbe to begin his school is legendary. What is remarkable is that this occurred in an age when the majority view was that deaf people had no abstract ideas, no memory, and of course, no language. “Fortunately, Epee’s independence of spirit kept him from adopting the prevailing views uncritically.”

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Chapter Five When the Mind Hears The Secret A Synopsis in ASL
by Harlan Lane

Chapter Five: The Secret focuses on the false history of the education of deaf people. This chapter focuses on oralism-it is an account of hearing "benefactors" who hold that the only proper route for educating deaf students is oral instruction. A central figure in this chapter is the greatest "demutiser" of them all, Jacob Rodrigues Pereire. It was he who provoked Epee into publishing, and it was he who claimed to have a secret method for teaching deaf children to speak. This chapter is "...a record of the efforts of hearing people to supplant the language of the deaf with their language, to replace signs with speech."

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Chapter Six When The Mind Hears Success and Failure A Synopsis in ASL
by Harlan Lane

Chapter Six: Success and Failure center's around Jean-Marc Itard and Baron Joseph marie De Gerando. This pair, one the tutor of the Wild Boy of Aveyron and the other paternalistic head of the school's administrative board, expended great time and energy in futile efforts to transform deaf students into pseudo-hearing students. There were, fortunately, outspoken critics of these efforts-men such as Ferdinand Bertier and Roch-Ambroise Bebian. And, in the end, both Itard and De Gerando learned the lessons of their failed experiments. Perhaps they came to realize the wisdom of Bertier's comments to the Academy of Medicine "The topic that concerns you, gentlemen, rather than an ordinary medical issue is above all, a lofty question of humanity and civilization which requires deep reflection, not only by doctors but by teachers, philosophers and scholars."

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Chapter Seven: When The Mind Hears Fortune and Misfortune A Synopsis in ASL
by Harlan Lane

Chapter Seven: Fortune and Misfortune centers on events in the New World that lead to the founding of education for deaf students. After attending a public lecture in England by Abbe Sicard, Massieu, Clerc, and another student, Thomas Gallaudet followed them to Saint-Jacques. Gallaudet was determined to discharge his duty, given by Mason Cogswell, father of Alice, which was to learn European methods of educating deaf students and return to direct a school to be founded in Hartford. It was in Paris at Saint-Jacques that Gallaudet convinced Laurent Clerc to accompany him to Hartford. His arguments were persuasive indeed. "You will be living proof that what has been believed impossible-the education of those born deaf-is indeed possible."

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Chapter Eight: When the Mind Hears Spreading the Word A Synopsis in ASL
by Harlan Lane

Chapter Eight: Spreading the Word centers around the efforts of Gallaudet and Clerc to establish the American Asylum, recruit students, and seek funding for the school and its programs. These efforts involved extensive travel and public lectures throughout the Northeast as well as entertaining visitors (some, such as president Monroe, Henry Clay, and Andrew Jackson were quite distinguished). The purpose of these efforts was not only to seek funding for the school, but also to recruit students so the school would flourish. Within a dozen years of its founding, the school was receiving students from half the states in the Union. "This assembly of much of the deaf youth of America in one place, then return to their several states, was one of the main forces that created a true society of the deaf throughout this vast land, with a single language serving to elevate its users and bind them together."

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Chapter Nine: When the Mind Hears Concerning Women A Synopsis in ASL
by Harlan Lane

Chapter Nine: Concerning Women centers around four significant women in the life of Laurent Clerc-Alice Cogswell, Julia Brace, Eliza Boardman, and Sophia Fowler Gallaudet. Alice's role in the history of the education of deaf students is well known. Julia Brace was the first educated deaf-blind person who demonstrated that human potential lies, not the mechanics of the senses, but plasticity of the mind. Eliza Boardman, a student at the school married Laurent Clerc, despite the obstacles, in what was apparently the first deaf marriage in America. Sophia Fowler, at the age of nineteen was the fourteenth student to enter the school and she progressed with lightning speed. She and her husband, Thomas Gallaudet, raised a family of four, the youngest of whom Edward was to become president of the National Deaf-Mute College in Washington. The significance of these women cannot be discounted lightly, nor can the documentation of their contributions. "The record of the lives of women, their qualities and their acts, is very scant indeed."

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Chapter Ten When the Mind Hears A Dangerous Incursion A Synopsis in ASL
by Harlan Lane

Chapter Ten: A Dangerous Incursion describes attempts to eradicate and eliminate the language and society of the deaf that had been nurtured at the American Asylum in Hartford. Horace Mann and Samuel Gridley Howe, who claimed to be social reformers, squandered considerable time, effort, and money on the surface appearance of oral language rather than the true bedrock of intellectual development. "Powerful hearing people want to replace our language, to educate us in foreign tongue, to prohibit our public worship, to disperse our gatherings, to ban our marriages-and why? Because we don't speak as they do."

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Chapter Eleven: When the Mind Hears The Denial A Synopsis in ASL
by Harlan Lane

Chapter Eleven: The Denial concerns the greatest oral champion of all time, Alexander Graham Bell, and the leading figure in the development of the signing community and its language, Laurent Clerc. Bell and Clerc were bitter enemies, opposed in every conceivable way-wealth, influence, philosophy, and the general merits of signed and oral languages. Clerc believed that the overriding purpose of education was personal fulfillment, while for Bell it was integration with the hearing minority. “Where Clerc found strength in human variety, Bell saw deviance; the one had a social model of atypical people, the other a medical model.”

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Chapter Twelve: When the Mind Hears the Incurable Deafness A Synopsis

by Harlan Lane

Chapter Twelve: The Incurable Deafness concerns events and personalities surrounding a series of self-styled congress. The most infamous gathering was planned by the Pereire Society and convened in 1880 in Milan..”Nevertheless, the meeting at Milan was the single most critical event in driving the language of the deaf beneath the surface; it’s the single most important cause-more important than hearing loss-of the limited educational achievement of today’s deaf men and women, eighty percent of whom, In America, are engaged in manual or unskilled labor.”

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When The Mind Hears Exclusive Interview with Harlan Lane

by Harlan Lane

Exclusive Interview with Harlan Lane is a one hour in-depth interview with the author of When the Mind Hears. Gilbert Eastman conducts this special interview. This special interview allows the viewer to hear directly from the author on a variety of related and

important topics. Some of the topics discussed include information that Harlan gathered doing his research but did not or could not include in the book, personal insights and observations, implications for the present future.

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VC-7 When The Mind Hears 1 to 7
Signing Naturally 2 Book and Video Teacher’s Guide (2)
by Ella Mae Lentz/Ken Mikos/ Cheri Smith

Signing Naturally is based on the functional-notional approach to teaching and learning language. This approach organizes language around communicative purposes of everyday interaction. These communicative purposes can be expressed as functions, such as asking for and giving information, making requests, giving directions, agreeing and disagreeing, expressing likes and dislikes, and so on.

Functions that help students establish and maintain interpersonal relationships are introduced throughout the series, beginning with functions most immediately applicable

to themselves and their classrooms environment. As the series progresses and the student's language skills increase, previously presented functions are recycled using more complex language and new functions are introduced. The grammatical structures presented are related to the functions in each unit.

Activities are varied to allow students to use different learning strategies to master what they have learned. Role play, used to contextualize and give meaning to the specific functions, presents students with common deaf-hearing situations and allows them to rehearse the appropriate social/language responses.

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Signing Naturally is based on the functional-notional approach to teaching and learning language. This approach organizes language around communicative purposes of everyday interaction. These communicative purposes can be expressed as functions, such as asking for and giving information, making requests, giving directions, agreeing and disagreeing, expressing likes and dislikes, and so on.

Functions that help students establish and maintain interpersonal relationships are introduced throughout the series, beginning with functions most immediately applicable to themselves and their classrooms environment. As the series progresses and the student's language skills increase, previously presented functions are recycled using more complex language and new functions are introduced. The grammatical structures presented are related to the functions in each unit.

Activities are varied to allow students to use different learning strategies to master what they have learned. Role play, used to contextualize and give meaning to the specific functions, presents students with common deaf-hearing situations and allows them to rehearse the appropriate social/language responses.

Deaf Culture Series Autobiography on Video: M.J. Bienvenu 8B
by Jenna Cassell Sign Enhancers

Vista Signing Naturally Student Workbook Level 1 American Sign Language Series
Cheri Smith/Ella Mae Lentz/ Ken Mikos

The Student Videotext and Workbook-Level 1 is an integrated part of the level 1 curriculum. It supplements and reinforces classroom instruction and provides students with an effective way to review, practice, and retain what they have learned in class.

Activities are video-interactive, allowing students to check their comprehension and practice signs. The primary emphasis is on language in context, featuring useful vocabulary and expressions, with suggestions for additional pair-work. Other video activities isolate specific grammatical features for added practice. Short videotaped folklore stories, humorous and artistic, make the Student Videotext a personal and invaluable cultural reference for students. At the conclusion of each video scenario students are provided with opportunities to use the Student Workbook for spatialization practice, sequencing, conclusion drawing, summarizing, and answering short questions and fill-ins. An answer key is also provided for self-correction. Readings about culture and language are also included to enhance understanding of ASL and the Deaf experience.

Cheri Smith, interpreter, instructor, and program developer, developed the A.A. degree program in ASL at Vista Community College as well as curricula for legal and medical interpreting. A graduate of California State University, Hayward in Socio-Psycholinguistics, Ms. Smith has written and directed several state and federally funded projects designed to develop ASL course materials and provide teacher training.

Ella Mae Lentz has been a pioneer in ASL instruction. She has taught sign language, structure of ASL, and creative uses of ASL at several colleges. Ms. Lentz was at the Salk Institute during the early stages of ASL linguistic research. She was a coordinator for the National Consortium of programs for the Training of Sign Language Instructors and with the Communication Skills Program at N.A.D. Ella is also noted for her presentations of her original poetic works in ASL and her dramatic works. She received her B.A. from Gallaudet University in 1975.

Ken Mikos, is an Assistant Professor in the Department of Foreign Languages and Literatures at California State University, Hayward where he instituted the first foreign language minor in ASL. A lecturer and author, Mr. Mikos has written a manual for teaching ASL classifiers. He received his B.A. and M.A. degrees from Gallaudet University.

Vista American Sign Language Series Signing Stories

Level 3

Ken Mikos, Cheri Smith, Ella Mae Lentz

This Signing Stories Video is part of Signing Naturally Level 3. Eight Stories that relate to the Deaf experience are accompanied by assignments in the Student Workbook. These are the stories included on the video:

Assignment 1

“A Teacher I’ll Never Forget” by Mary Telford

Assignment 2

“Never above the Waist” by Cinnie MacDougall

Assignment 3

“A Lesson about Sound”

Assignment 4

“Some Thoughts on Fingerspelling”

Assignment 5

“The Whistle Stops the Game”

Assignment 6

“Ordering at Mc Donalds”

Assignment 7

“Can You Spare A Quarter?”

Assignment 8

“The Igorot People”

Vista American Sign language Series Signing Naturally Student Videotext Level 3

The Signing Naturally Level 3 Student Videotext is designed to work with the Student Workbook to reinforce and expand on vocabulary, grammar, and language functions taught in the classroom. Complete information about the design, organization and use of the Videotext can be found in the introduction in your Student Workbook.

Expanded student discourse

Advanced ASL structure and vocabulary

Role shift variations

Storytelling

Text analysis

Formal/ Informal presentations

Vista American Sign Language series Signing Naturally Teachers Video Level 3

The Teacher’s Video accompanies the Teacher’s Curriculum Guide. There are no video clips or segments for Units 19 and 24.

Contents:

Unit 18

First Day on the job

Down Cactus Hill

Caught in The Act

Taken for a ride

Unit 20
I Doubt It

Unit 21
Nikki's Horse Incident
Missy's Bicycle Incident
Byron's Motorcycle Incident
Anthony's Car Incident

Unit 22
Money Vocabulary

Unit 23
Looking for A House
Buying a Car

Unit 25
The Frog Prince
The Bridge of Magpies
The Merchant's Daughter and the Slanderer
The Magic Mirror of Rabbi Adam
The Twelve Dancing Princesses
#270 SMI An Introduction to American Deaf Culture Language & Traditions
Sign Media Inc

#252 SMI An Introduction to American Deaf Culture Group Norms
Sign Media Inc

#412 SMI An Introduction to American Deaf Culture Values
Sign Media Inc

#262 SMI An Introduction to American Deaf Culture Identity
Sign Media Inc

V-058 Video Network One to One
Public Relations Dept Field Headquarters

"Exploding the Myths"
Western Institute for the Deaf

SMI Working With A Sign Language Interpreter

This thirty minute, open-captioned narrated videotape has been designed to provide an overview of practical principals and tips for working with sign language interpreters. The text for this tape was written by Anna Witter-Merithew, former Vice-President and President of the Registry of Interpreters for the Deaf, Inc

After a brief discussion of the history of sign language interpretation, the tape discusses the role of an interpreter and then presents ten general principals for working effectively with a Sign Language interpreter. Finally, the tape discusses practical application of these principals in three communicative situations-one-to-one interactions, small group meetings, and a large group sessions. This tape is ideal for in-service education and orientation session.

Sign Media, Inc. (SMI) is the nation's largest producer of Sign Language and deafness-related video tape programs. Sign Media was founded in 1980 for the purpose of producing state of the art instructional, video tapes for College and University Sign Language programs. With over 175 titles to date, and several projects in various stages of development, Sign Media is committed to maintaining its leadership role in the field and to providing the best instructional, informational and entertainment videotapes.

Linstok Press, a subsidiary of Sign Media, Inc., is the nation's leading publisher of academic and research materials on American Sign Language. Among its highly acclaimed publications are American Deaf Culture: An Anthology, A Dictionary of American Sign Language, and the quarterly journal Sign Language Studies. Linstok press continues to expand its product line with series such as the SLS Monograph Series and the Sign Language Dissertation Series. These and future publications will further enhance the position that Linstok Press has gained as the acknowledged leader in scholarly Sign Language Publications.

VI-3 Interpreter Models Series ASL-English/English ASL

SMI Using Your TTY

Sign Media, Inc (SMI) is the nation's largest independent producer of Sign Language and deafness-related video-tape programs. Sign media was founded in 1980 for the purpose of producing "state-of-the-art" instructional videotapes for college and university Sign language instructional programs. With well over 250 program titles to date, and several projects in various stages of development, Sign Media is committed to maintaining its leadership role in the field.

In 1989 SMI moved into new custom designed studio and production facilities in Burtonsville, Maryland. This move, and the recent addition of new broadcast-quality,

component video recording and editing equipment, will enable Sign Media to continue to provide the best instructional, informational, and entertainment videotapes.

Telecommunications for the Deaf, Inc. (TDI), established in 1968, is a non-profit consumer-oriented national organization supporting technology in the field of visual telecommunications for the deaf, hard-of-hearing, and speech-impaired populations. TDI functions as an information resource for consumers, business, and regulatory agencies, and offers a link to manufacturers of related products involving visual technology. Areas of expertise represented: text telephones, TTY/ computer systems, telecaptioning, emergency (911) access, telecommunications relay service, and visual alerting systems. The organization publishes the nationwide directory for TTY numbers annually and a quarterly newsletter concerning developments in visual technology.

Parents Resources

Deaf Parenthood: Raising a Healthy Child
Peterborough Deaf Video Advisory Committee
Canadian Hearing Society-Peterborough
Peterborough County-City Health Unit

Deaf Parent hood: Raising a Healthy Child is a unique video in American Sign Language with captioning and voice over. This 4 part video provides information on health, safety, behavior and communication for Deaf and Hard-of-hearing and hearing parents.

“.....overall, the tape is excellent....resourceful information for all Deaf and Non-Deaf parents.....parents will enjoy the brilliant tips”.

Gary Malkowski, M.A., Director of Social Service Development, Canadian Hearing Society-Toronto; former Parliamentary Assistant to the Minister of Education, first culturally Deaf Member of Parliament in the world.

“.....Interpreter cameo is a good size and clear....I feel that this video would be useful as a tool for group discussions”.

Gerard Kennedy, Deaf Teacher of the Deaf, Sir James Whitney School -Belleville, Ontario.

Audience *parents, parenting teachers, interpreter training, Health Units, physicians, hospitals, high schools, colleges, universities, or English as a Second Language classes.

Mom And Dad Your Deaf Child Is OK! Significant Steps in Communicating with your Deaf Child

by Flavia Frazier

The videotape includes interviews with families, both hearing and deaf, about how they dealt or are dealing with issues related to their deaf children. Researchers, administrators, and educators from deaf-related fields offer their valuable expertise about deaf children. There are six essential issues: "Concerns," "Cochlear Implants," "Which Language?," "Family Involvement," "No Time, Too Busy, Too Hard" and "Words of Advice." Includes sign language, voice-over and subtitles.

Planning for Parenthood Pregnancy and Childbirth Information in American Sign Language, Captioning and Voice Over.
Produced by Soft Science

Planning for Parenthood is a unique video in American Sign Language with captioning and voice over. This 4 part presentation provides practical information on healthy lifestyle during pregnancy, prenatal care and childbirth that can be used with Deaf, Hard-of-hearing or hearing individuals.

Healthy Lifestyles

*nutrition, physical activity, stress management, smoking, alcohol, drugs, toxins, and harmful activities

Changes:

emotional and physical fetal development, ways to cope

Procedures

physician visits, common prenatal tests, hospital tour

Labour & Delivery: Lisa and Phil experience the birth of their first child Anthony.

Positioning, breathing and relaxation are shown.

*vaginal exam

*IV therapy

* fetal monitoring

*epidural anaesthesia

*forceps delivery

Sign Language

Number Signs for Everyone Numbering in American Sign Language
Cinnie MacDougall

When communicating numbers in sign language, knowing how to count from one to ten just isn't enough. The issue is how to sign numbers in their many different contexts. Now, for the first time, here is a video for learning all the rules. Thanks to Deaf trainer Cinnie MacDougall, you can now see the subtle skills so needed to clearly and accurately incorporate number signs into everyday communication. All the hand shapes for expressing numbers in terms of quantities, time, money measurements, game scores and more set this easy-to-understand video apart as one of the most important contributions ever to understanding the number sign system. A must for EVERYONE!

Cinnie MacDougall, a deaf member of a deaf family, has been a teacher of American Sign Language since 1984. MacDougall is Coordinator of the ASL Program at San Diego State University, Staff Research Associate of Language and Literacy at the University of California at San Diego, and is also an official trainer for Signing Naturally Curriculum Workshops. MacDougall received her B.A. from Gallaudet University and M.A. from San Francisco State University. MacDougall also served as a Peace Corps volunteer in the Philippines.

From Mime to Sign Part 2
Saint John Deaf & Hard of Hearing Services Inc

From Mime to Sign Part 3
Saint John Deaf & Hard of Hearing Services Inc

Come Sign With Us
Adapted from the book by Jan C. Hafer and Robert M. Wilson

Now, children can learn sign language from the popular activities featured in the best selling book *Come Sign With Us* on videotape! The *Come Sign With Us* videotape features the book's most popular lessons for children, including how to fingerspell using the manual alphabet and how to form American Sign Language signs for animals, holidays, sports, trucks, and cars, and more. Children can watch and listen as Jan Hafer, an expert signer herself, explains and demonstrates how to form signs. Then, they'll see other children repeat the same signs, which will help them remember each one.

The entire videotape is voiced with open captions throughout so that everyone can learn signs and vocabulary words. The *Come Sign With Us* videotape can be played, stopped, and replayed again and again, making it a perfect companion to the book. All on its own, it's a fun, easy way for children, parents, and anyone else to begin learning sign language.

Pursuit of ASL: Interesting Facts Using Classifiers
With Angela Petrone Stratiy

- 1 Air Fresheners: How to make your home smell nice(2;20)
- 2 Bacteria: Kinds of Bacteria (1:1)
- 3 Bats: What do bats look like? (1:59)
- 4 Bones: How are bones joined? (1:09)
- 5 Bruises: How do Bruises form? (1:04)
- 6 Contact Lenses: How do you find lost lenses? (0:39)
- 7 Cotton Candy: How is it made? (1:19)
- 8 Dizziness: Why do we get dizzy? (1:12)
- 9 Dogs: Why do dogs behave that way? (3:11)
- 10 Eye Pupils: What do they do? (1:16)
- 11 Eyebrows Why do we have them? (1:09)
- 12 Fingers: Why do we have fingers? (1:09)
- 13 Fish: Hints for buying fresh fish. (:50)
- 14 Hair: What makes hair curly or straight? (1:43)

- 15 Hanging pictures: How to hang pictures evenly. (1:28)
 - 16 Keys How do keys open locks? (1:18)
 - 17 Light Bulb: How do light bulbs work? (0:56)
 - 18 Magic: How is the woman sawed in half? (1:13)
 - 19 Mice: What do mice do? (1:28)
 - 20 Nerves; How do nerves work on the body? (0:52)
 - 21 Nylon Stockings: Different uses of nylons.(2:24)
 - 22 Octopus: How do octopi protect themselves?(1:24)
 - 23 Oranges: Different uses of oranges.(2:16)
 - 24 Paint Cans: What's inside used cans? (0:53)
 - 25 Pencils: How are pencils manufactured? (1:27)
 - 26 Photocopiers How do photocopying machines work? (1:10)
 - 27 Portholes: Why aren't portholes square? (0:57)
 - 28 Scabs: How do scabs form? (1:21)
 - 29 Showers: How does water reach the top of the shower? (0:43)
 - 30 Storage Jars: Hints for organizing small objects. (0:56)
 - 31 Teeth: What happens to baby teeth? (1:03)
 - 32 Toilet: How does the toilet flush? (1:11)
 - 33 Tongue: How do we taste? (2:03)
 - 34 Velcro: How was Velcro invented? (1:38)
 - 35 Wrinkles: How do wrinkles form? (0:59)
- American Sign Language Basics for Hearing Parents of Deaf Children
 Jess Freeman King, EdD
 Jan Kelly-King M.S.

Freeman King EdD, is a professor of Deaf Education and Sign Language Studies at Utah State University. He has been involved in preparation of teachers of Deaf children for 25 years in Texas, Mississippi and Utah. Prior to that, he has been a teacher of Deaf children, supervising teacher and dean of students in residential programs for Deaf children in New Mexico and Louisiana. He has also been involved in research of sign languages in Central America, Mexico, and the Peoples Republic of China.

Jan Kelley-King, M.S., is an advisor and instructor in Deaf Education and Sign Language Studies At Utah State University. She has been a teacher of Deaf children in the residential program in Mississippi as well as public school classrooms for Deaf children in Mississippi and Idaho. She has also served as a parent advisor for families with very young children who are Deaf and Hard of Hearing.

These videos and the accompanying book were written to introduce the basics of American Sign Language in a non-threatening manner to hearing parents of children who are Deaf. It is the authors' wish that the contents of the text and the videotapes will provide parents with a readily accessible starting point from which to begin their journey of learning a language that will provide dynamic and meaningful communication with the children who reflect their heartbeats.

Cognitive Processing Skills In English (2 videotapes)
Carol J. Patrie/The Effective Interpreting Series

To be an effective interpreter you need high levels of skill in the languages you use to interpret. Cognitive Processing Skills in English has videotaped source materials used with a challenging workbook to make your English skills strong and flexible and prepare you to move on to more advanced skills.

Topics Include:
Comprehension of Source Material
Memory
Acuity and Discrimination
Immediate Repetition
Delayed Repetition
Number Repetition
Word-Level Pattern Inference
Phrase-Level Pattern Inference
Multitasking

Use this innovative learning tool to improve English skills in the classroom or through self-study. The resulting strength and stability with English is essential to the interpreting process.

The Effective Interpreting Series is a multi installment series offering source materials and exercises in two languages, English and ASL. The series is designed to develop effective simultaneous interpreting skills.

Carol J. Patrie, Ph.D. was instrumental in designing the Master of Arts in Interpretation program at Gallaudet University. With numerous National and International publications and presentations Patrie is one of the foremost professionals in the fields of Interpretation and Education.

English Skills Development (2 tapes)
Carol J. Patrie

To be an effective interpreter you need high levels of skill in the languages you use to interpret. English Skills Development has videotaped source materials used with a challenging workbook to make your English skills strong and flexible and prepare you for more advanced skills.

Topics Include:
Visual Form and Meaning
Meaning and Visual Form
Lexical Substitution

Paraphrasing Propositions
Paraphrasing Discourse
Main Idea Identification
Summarizing

Use this innovative learning tool to improve English skills in the classroom or through self-study. The resulting strength and stability with English is essential to the interpreting process.

The Effective Interpreting Series is a multi-installment series offering source materials and exercises in two languages, English and ASL. The series is designed to develop effective simultaneous interpreting skills.

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The Face of ASL

- 1) Basic Questions
- 2) Complex Sentences
- 3) Basic Declarative Sentences
- 4) Conditional & Relative Clauses ASL Poetry (partial tape)

"Fables & Fairy Tales -Volume 4"

"Fables & Fairy Tales -Volume 5"

"The House That Jack Built"

"The Father, The Son & The Donkey"

"Village Stew"

"The Magic Pot"

"The Greedy Cat"/Sign Me a story Little Red Riding Hood 7 The Three Bears

Signing Naturally (Vista) Teachers Curriculum Levels 1 & 2

Bravo Part One

Bravo Part Two

Live At SMI:

- 1) Patrick Graybill
- 2) C.H.A.L.B
- 3) Mary-Beth Miller
- 4) Bill Ennis

Four For You fables and fairy tales Volume 1
SMI

Four For You fables and fairy tales Volume 1
SMI

This new series of videotapes from Sign Media stars four internationally renowned Sign Language performers and story tellers -Freda Norman, Mary Beth Miller, Lou Fant, and Patrick Graybill. Their well known creativity, artistry, and skills have never been more apparent than in these tapes. In this five tape series they celebrate the spirit of storytelling and story singing with true brilliance!

The Fables: Aesop's classic tales and their clever morals have always been a popular means of preserving or imparting values and ethics. In this jewel of a series, each fable is presented twice. The first is an engaging, straight-forward rendition of the fable in keeping with the centuries-old art of story telling. The second presentation is dramatized version using minimal sets and props that are designed to let these talented performers weave their special magic.

The Fairy Tales: These timeless, classic children's stories have a special appeal all their own. Each tale is brilliantly told by one of the talent troupe. These stories are sure to engage the imagination and wonder of the viewer.

Sign Media Inc. is proud to add this wonderful Fables and Fairy Tales series to its growing line of video products. Sign Media was established in 1980 for the purpose of producing "state of the art" instructional videotapes for college and university Sign Language instructional programs. In 1985 Sign Media became the nation's largest producer of commercially available Sign Language and deafness related video tape programs. With over 40 separate titles to date, and several projects in various stages of development, Sign Media is committed to maintaining its leadership role in the field. For information on our full line of video products please write or call. Our address is on the enclosed video tape label.

Four For You -fables and fairy tales volume 2
Sign Media Inc.

This new series of videotapes from Sign Media stars four internationally renowned Sign Language performers and story tellers -Freda Norman, Mary Beth Miller, Lou Fant, and Patrick Graybill. Their well known creativity, artistry, and skills have never been more apparent than in these tapes. In this five tape series they celebrate the spirit of storytelling and story singing with true brilliance!

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Four For You -fables and fairy tales volume 3
Sign Media Inc.

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Educational Favorites Learning Right from Wrong
Trans Atlantic Video, Inc.

Children's educational videos for all ages self help programs. Videos are designed so that children can learn and participate as they watch.

Look for these and other educational favorites

- * "Learn To Read" Signs
- * "Words You Must Know"
- * "Learning About Money"
- * "The Grizzly Bear"
- * "The Beaver"
- * "African Animals, Elephants and Lions"
- * "Learning Your Vowels"
- * "Firemen, Policemen and Postmen"
- * "Creatures OF The Sea"
- * "Learning To Read and Write"
- * "Learning To Read & Write"
- * "Learning About Dinosaurs"
- * "Learning Your Colors"
- * "Learning Your Letters"
- * "Learning Your Numbers"
- * "Little Red Riding Hood"
- * "Planets Of The Sun"
- * "Hansel and Gretel"

Fighters- Happy Hands Kids Klub

Hold on tight for an adventure unlike any other as you join popular Deaf performer C.J. Jones and his sidekicks on a magical journey. A delightful blend of sign language and

spoken

English is brought to the screen as the Happy Hands Kids Klub cast explores our world through lessons in communication, friendship, invention, and teamwork in an adventure that will entertain the entire family.

Gems, Jewels and Precious Things- Happy Hands Kids Klub

Hold on tight for an adventure unlike any other as you join popular Deaf performer C.J. Jones and his sidekicks on a magical journey. A delightful blend of sign language and spoken

English is brought to the screen as the Happy Hands Kids Klub cast explores our world through lessons in communication, friendship, invention, and teamwork in an adventure that will entertain the entire family.

Beginning American Sign Language Video Course
With Billy Seago, Jer Loudenback, Jen Reece, Anna Musick, Scott Pfaff

Fifteen Videotapes each including: Introduction to new vocabulary, fun visit with the Bravo Family, cultural notes, Grammatical notes, Practice Sessions, Review Session

- Lesson #1: Meet the Bravo Family-Morning Routine Signs
- Lesson #2: Breakfast with the Bravos-Breakfast and Dining Signs
- Lesson #3: Where's the TV Remote?-Household Signs
- Lesson #4: Let's Go Food Shopping-Food Signs
- Lesson #5: Review & Practice Session-Lessons 1-4
- Lesson #6: Any Good Fingers Lately?-Colors & Fingerspelling
- Lesson #7: A School Daze-School Related Signs
- Lesson #8: A School Daze, The Sequel-School Related Signs
- Lesson #9: Dollar Signs-Money & Banking Signs
- Lesson #10: Review and Practice Session-Lessons 6-9
- Lesson # 11: Playing in the Park-Nature and Sports Sign
- Lesson #12: The Doctor Is In!-Medical Signs
- Lesson #13: Business as Unusual-Work Related Signs
- Lesson #14: Lets Go Clothes Shopping-Clothing Signs
- Lesson #15: Review & Practice Session-Lessons 11-14

Tape #16 The People Behind the Bravo Family-A Bravo Encore

Casper the Friendly Ghost in Boo Moon

Plus Three More Great Cartoons/ Crazy Town/ Dingbat Land/ The Supreme Court

Elmer and Bugs

Starring in Wabbit Who Came to Supper/ also Cupid Gets His Man, A Day At The Zoo, The Big Flame-up

Superman Vol 1

Max and Dave Fleisher's

Enter the world of action and adventure in this spectacular animated classic with the worlds greatest super hero.

Volcano, Underground World, Mechanical Monsters, Terror on the Midway

A Visit To The Vet- Happy Hands Kids Klub

Hold on tight for an adventure unlike any other as you join popular Deaf performer C.J. Jones and his sidekicks on a magical journey. A delightful blend of sign language and spoken

English is brought to the screen as the Happy Hands Kids Klub cast explores our world through lessons in communication, friendship, invention, and teamwork in an adventure that will entertain the entire family.

Adventures in Learning King Midas
Narrated by Hans Conreid

Delightfully lively and imaginative animation plus the added bonus of voices we all know and love continue to make Adventures In Learning the place for children to visit and enjoy over and over again.

King Midas- narrated by Hans Conreid (8 minutes)

Also Featuring:

The Salty Sea- narrated by Hans Conreid (8 minutes)

The Chocolate Princess-narrated by Bill Cosby (9 minutes)

Smallest Elephant in the World-narrated by Howard Morris (4 minutes)

Magic Tinderbox-nattated by Dana Andrews (3 minutes)

The Land Before Time IV Journey Through The Mists
Universal Cartoon Studios

Join Littlefoot, Cera, Spike, Ducky, Petrie, and shy newcomer Ali on their most exciting adventure ever! It's an all-new, song-filled, animated classic in the continuing story of The Land Before Time.

A herd of migrating Longnecks has important news of weather changes in the regions beyond the Great Valley. What was once dry land has become "The Land of Mists." Strange new creatures have begun to appear in these rainy marshes, while still others have moved into the high trees from which the Longnecks used to feed. Fortunately, the Great Valley is as beautiful as ever. There's no need to brave the wetlands-until Littlefoot's Grandpa becomes ill. His one hope is to eat the healing petals of a golden Night Flower that only grows...in the land of Mists!

Now its up to Littlefoot and his prehistoric pals to explore the swamps, outwit sly new villains and find the Night Flowers in time to save Grandpa. Along the way, the kids will learn some loving lessons about teamwork, cooperation, and most important of all: that its great to have friends of all kinds, in all shapes and sizes.

Sparkling with delightful songs, dazzling animation and a heartwarming story, The Land Before time !V: Journey Through the Mists celebrates the power of embracing the differences that make each of us truly special!

American Sign Language-Twelve Steps and Twelve Traditions Volumes 1-5
A.A. World, Services Inc.

Sharing Secrets

Directed by: Don Bangs

Produced by: Linda M. Franchi

Written by Patti Dobie and Linda M. Franchi

Sharing Secrets is Canada's first video that confronts child sexual abuse using talented deaf actors. The story concentrates on the student yearbook committee, at Paisley Junior High. While the students prepare the yearbook, school and home situations enlighten the viewer on the facts of sexual abuse. Boundaries are explored and friendships are tested. Throughout the video, audiences are exposed to a rich mixture and attitudes that reflect Deaf culture, language and individual values. Sharing Secrets, a serious but heart warming drama, demonstrates how deaf youth can end the isolation of sexual abuse that often destroys their self-esteem. Using deaf role models encourages deaf youth to find the courage to break the silence, report and seek help.

Young People and A.A.-VS-8

Alcoholics Anonymous World Services, Inc.

Four young A.A. members describe what it was like drinking, what happened to bring them to A.A., and what their lives are like sober today. Traditions, the identity of the A.A. members is protected.

"It Sure Beats Sitting In A Cell" VS-11

Alcoholics Anonymous World Services, Inc.

Filmed inside correctional facilities in the United States and Canada, this film tells the story of four young A.A.'s who were in prison as a result of drinking, yet today are sober in Alcoholics Anonymous.

"The Other Costs of Smoking"- "Kids Teaching Kids Approach"

Alberta Association of the Deaf

"Chasing Away Rain Clouds" Presents the Views of Youth

Produced by Public Legal Education and Information Service of New Brunswick

"Chasing Away Rain Clouds" Presents the Views of Youth. Youth talk candidly about

many of the issues kids face in their day to day lives, like drugs and drinking, boredom, peer pressure, lack of skills and opportunities and poverty. They offer insights into why some youth get into trouble, how to make punishments meaningful, and the kinds of support that might help kids stay out of trouble.

A Users Guide further explores the issues which are briefly addressed in this video. It offers discussion guidelines for viewers in the community and lesson plans for teachers to use with students.

This video was produced in collaboration with an advisory committee that included the representatives from: Youth Connexions Jeunesse, Youth in Transition, Center for Research on Youth-at risk at St. Thomas University, Atlantic Alliance for Children and Youth, NB Youth Council, Provincial Caring Partnerships, NB Department of Public Safety, Canada/NB Community Mobilization Program, NB Department of Education, John Howard Society of NB.

This project was funded by Justice Canada.

American Sign Language Alcoholics Anonymous Volumes 1-5
A.A. World Services, Inc.

CPR Training / Loving Yourself

Life of Christ Matthew; Mark; Luke

Its Not Just Hearing Aids: Deaf People and the Epidemic

Voting in Canada: Voting is your Right
Directed by Canadian Association of the Deaf
Production by Elections Canada
The Life of Christ A Summary of the Gospels
The Bible: American Sign Language Translation
Deaf Mission 1989

Self Directed Study for ASL/ English

Interpreters: The Mystery Solved ASL Version Open Captioned, English

Ontario Interpreter Services
An Accessible Media Production
Questions and Answers About OIS Interpreter Services

OIS Fee For Service Policy 1992 ASL Version Closed Caption, English
Ontario Interpreter Service
An Accessible Media Production

AVLIC Code of Ethics and Grievances

Interpreters on Interpreting
“Ethical Standards & Behaviors”
“Mentoring”

Interpreters On Interpreting
1) “Identify: Past, Present & Future”
2) “Freelance Interpreting”
3) “Working With A Sign Language Interpreter”

Interpreters on Interpreting
4) “Working For a Referral Agency”
5) “Models & Progresses”
ASL Poetry: Selected Workshops of Clayton Valley

Semantic Awareness Test Kit Practice test Tape (Use for EMC and SMC Practice Tests)
Sign Media, Inc. 1991

Interpreter Models Series ASL-English (Lectures)
Sign Media, Inc. 1985

Semantic Awareness Test Kit EMC Test Tape #1 (Use this tape for EMC Tests 1, 2, 3
Sign Media, Inc. 1991

Semantic Awareness Test Kit EMC Test Tape #2 (Use this tape for EMC Tests 4, 5 ,6
Sign Media, Inc. 1991

Semantic Awareness Test Kit EMC Test Tape # 3 (Use this tape for EMC Tests 7,8,9)
Sign Media, Inc. 1991

Semantic Awareness Test Kit SMC Test Tape #1 (Use this tape for SMC Tests 10, 13, or
16
Sign Media, Inc. 1991

Semantic Awareness Test Kit SMC Test Tape #2 (Use this tape for SMC Tests 11, 14, or
17
Sign Media, Inc. 1991

Semantic Awareness Test Kit SMC Test Tape #3(Use this tape for SMC Tests 12, 15, or
18
Sign Media, Inc. 1991

So You Want To Be An Interpreter? An Introduction to Sign Language Interpreting
Janice H. Humphrey/ Bob J. Alcorn (2 sets of audio tapes)

This audio book dramatization contains vital information beneficial to the families and friends of individuals who are Deaf, teachers of the Deaf, students of American Sign Language and Deaf Culture, as well as Sign Language interpreters.

Listen as we follow Alexandra Cole (read by Kymberli Colbourne) , Melody Porter (read by Kristina Ricks), and several other students as they study Sign Language interpretation in a program where Dr. Jan Humphrey teaches. Join a variety of classrooms presentations, study sessions, and other activities as we learn about American Sign Language, cultural differences between people who are Deaf and Hard of Hearing, and professional organizations of interpreters. We also look at the mental process involved in interpreting , ethical and decision making challenges, and information regarding work in

various settings.

A. Bryan Humphrey, who developed the script for this book on tape, has been an actor, theatre, professor, director, and script adapter for over twenty years. His one person show entitled *Lear's Shadow* was nominated for Best New Play of the 1994 Denver theatre season. He has worked with Seattle Repertory Theatre, Denver Center Theatre Company, Seattle Children's Theater, and the Utah, Oregon and Colorado Shakespeare Festivals. Bryan presently lives in Seattle with his wife, Marguerite, and their two sons, Jacob and Micah.

Jan Humphrey was introduced to ASL and the Deaf community in Texas at age 15 which led to a life time involvement with the deaf community and a career as an interpreter and educator. Jan holds a Master's degree in Education from Texas A&M University, and a Doctorate in Education from Brigham Young University. She began interpreting in 1966 and has taught interpreting since 1977. Jan is currently the Coordinator of the Program of Sign Language Interpretation at Douglas College in Vancouver, in British Columbia.

Bob Alcorn grew up in Texas where he lost his hearing at the age of 4 ½ of spinal meningitis. He graduated from the Texas School for the Deaf in Austin. Bob received a BA degree in English from Gallaudet University and a Master's in education from Texas A&M University. He taught Sign Language formally beginning in 1975 and taught interpreting beginning in 1981. At the time of his untimely death in 1996, Bob taught American Sign Language at the University of Texas in Austin, Texas. Bob was active most of his adult life in fighting for the rights of Deaf people and working to improve the quality of interpreting services.

See You In Court A Video in ASL on Law and the Courts

Distributed by: Law Courts Education Society

See You in Court gives Deaf people important basic information about the legal system in Canada. The video is a tool for making sure Deaf people have access to the legal system.

The video is entirely in ASL (American Sign Language). It was produced by Deaf and hearing people working together. All the actors are Deaf and use ASL, there is no voice over. The video is captioned in English and French for audiences who do not use ASL.

The video has three parts, each under 30 minutes, plus a viewers guide and teachers guide is available.

The Video is recommended for:

Deaf people

Blind-Deaf

Hard of hearing people

and students, community and government services working with the Deaf, Hard of

hearing
and Deaf-Blind.

Get It! Getting Employment Through Interview Training Lesson 1-5
A Training Package for Deaf Job Applicants
University of Arkansas Rehabilitation Research Training Center on Deafness and
Hearing Impairment

Get It! Getting Employment Through Interview Training Lesson 6-8
A Training Package for Deaf Job Applicants
University of Arkansas Rehabilitation Research Training Center on Deafness and
Hearing Impairment

Get It! Getting Employment Through Interview Training Lesson 9-10
A Training Package for Deaf Applicants
University of Arkansas Rehabilitation Research Training Center on Deafness and
Hearing Impairment

Canadian Hearing Society-“Hearing Loss: Recognizing It” Show #1
Open Captioned English

Canadian Hearing Society-“Hearing Loss: There’s Help” Show #2
Open Caption Eng.

The Canadian Hearing Society-“Hearing Loss: Identifying It” Show #3
Open Caption

Canadian Hearing Society-“Communication Is A Two Way Process” Show #4
Open Caption

Canadian Hearing Society-“Improving Communication” Show #5
Open Caption

Canadian Hearing Society-“Hearing Aids: Time, Practice, Patients” Show #6

Canadian Hearing Society-“Hearing Aids They’ve Come a Long Way” Show #7

Open Caption

Canadian Hearing Society-“Hearing Aids: Care and Maintenance Techniques” Show #8

Open Captioned

Canadian Hearing Society-“Help With Telephone” Show #9

Open Caption

Canadian Hearing Society-“Help With Television” Show #10

Open Caption

Canadian Hearing Society-“Signalling Devices” Show #11

Open Caption

Canadian Hearing Society-“Public Listening Systems” Show # 12

Open Caption 8:00 Min

Cued Speech/ Lipreading Project Pt 9

Cued Speech/ Lipreading Project Part 7 Cued, Lipreading, Sound, Color

Cued Speech/ Lipreading Project part #8 Cued, Lipreading, Sound, Color

Cued Speech/ Lipreading Project Part 1 Cued, Lipreading, Sound, Color

Gallaudet Media Distribution

Cued Speech/ Lipreading Project Part 2 Cued, Lipreading, Sound Color

Gallaudet Media Distribution

Cued Speech/ Lipreading Project Part 3 Cued, Lipreading, Sound, Color

Gallaudet Media Distribution

Cued Speech/ Lipreading Project Part 4 Cued, Lipreading, Sound, Color

Gallaudet Media Distribution

Cued Speech/ Lipreading Project Part 5 Cued, Lipreading, Sound, Color
Gallaudet Media Distribution

Cued Speech/ Lipreading Project Part 6 Cued, Lipreading, Sound, Color
Gallaudet Media Distribution

Cochlear Implants (60 min TV)

Canadian Hearing Society Improving Communication Through Hearing Aids & Devices
(tapes # 5, 7, 8, 9, 10, 11)

Cochlear Implants (CBC)

Cochlear Implant (Feb 97)
Deaf Parent with Hearing Child (March 98)

Mental Health & Deafness Tape #1

Mental Health & Deafness Tape #2

Mental Health & Deafness Tape #3

Mental Health & Deafness Tape #4

Mental Health & Deafness Tape #5

Maritimes Today News Clipping
Shelly Williams & Gerald Frazee and Chris Shae

Health Is Wealth: Cochlear Implants Gary Malkowski
Shelly Williams and Gail Hughes

Hands On! "Take One"-ASL Stories for English Learners Video Project Binder & Video
Written by Bronwyn Scott
Capital Region Center for the Hearing Impaired

The Capital Region Center for the Hearing Impaired is a community center in Ottawa for the Deaf and hard of hearing community. The Center has had a Literacy Program since 1988.

Classes for small groups are held for people who wish to improve their English skills. Ont-to-one tutoring is provided is provided by staff members and volunteers during regular day hours and some evenings.

Many members of the Deaf community come to the Center to improve their Math and computer skills in addition to working on their English skills. We have begun publishing our own tutor training materials and some participants in the programs have published books of their stories.

Through this video project we hope to provide some learning materials for our program participants and other Deaf and hard of hearing people working to improve their English skills.

In an effort to serve the different needs of our members, the Center is offering Workplace Literacy sessions for Deaf and hard of hearing people who want to participate in classes at their workplaces.

To meet the needs of our members with children, a Family Literacy Project is underway and mothers and children enjoy play group.

Our staff members and volunteers are always interested in making new programs available to our members.

Points of Departure Interpreters in the Justice System
Distributed by Open Learning Agency

Interpreters play a vital role in bridging the language gap between legal professional and non-English-speaking client in the courtroom and in lawyer's offices.

Interpreters often find themselves in situations that raise points of conflict and struggle between a personal view and a professional approach. The professional Code of Ethics is always the mediator of such situations. How well interpreters can handle the challenges presented to them is determined by their adherence to the Code of Ethics.

This valuable resource package can be used by court personnel, lawyers, judges, and other legal professionals to raise awareness of the ethical dilemmas and expectations placed upon the professional interpreter. Tenets of the Code of Ethics are highlighted in the scenarios presented, and a well-respected judge challenges the viewers to reflect on their role in ensuring equal access to justice.

Points of Departure: Ethical Challenges for Court and Community Interpreters
Distributed by Open Learning Agency

Interpreters often find themselves in situations that raise points of conflict and struggle between a personal view and professional approach. The professional Code of Ethics is always the mediator of such situations. How well interpreters can handle the challenges presented to them is determined by their adherence to the Code of Ethics.

This video and the accompanying resource guide can be used to train interpreters on the expectations placed upon the professional interpreter. Tenets of the Code of Ethics are highlighted in the scenarios, the panel discussions and resource materials. Expert panelists discuss strategies for dealing with compromising situations involving handling challenges, maintaining impartiality, and ensuring accuracy.

Signs of Drug Abuse
James Woodward

An introduction to drug and alcohol vocabulary in American Sign Language

Signs of Sexual Behavior
James Woodward

An introduction to Some Sex-Related Vocabulary in American Sign Language
ABC Tape 1 &2

Facial Grammar Eng/ASL Modeled Interpretations
AVLIC Video Tape Series 1&2

Signing Naturally Vista Level 1 Teachers Curriculum
Cheri Smith Ella Mae Lentz Ken Mikos

Designed for classroom viewing, the first three dialogues of the video tape is to be used in conjunction with the Cumulative Review Units 1-6 in the Teacher's Curriculum Guide Level 1. For further instructions, please refer to pages 104-120 in Teacher's Curriculum Guide Level 1.

Dialogue 1: A sign language student introducing herself to a deaf woman.

Dialogue 2: Two deaf men introducing themselves realize they know someone in common.

Dialogue 3: A mother and a deaf babysitter meet to make child care arrangements.

Narratives: “My Family” & “Family Name Signs”

The second half of the videotape is to be used in conjunction with the Cumulative Review Units 7-12 in the Teacher’s Curriculum Guide Level 1. For more instructions, please refer to pages 294-308 in Teacher’s Curriculum Guide Level 1.

Dialogue 4: A receptionist, conversing with a client, is interrupted by a phone call.

Dialogue 5: A deaf member asks another about a recent incident at the club.

Dialogue 6: A deaf woman interrupts a conversation to ask a favor and receives directions.

Narratives: “Speech Demonstration” & “Deaf School Routines”

Deaf Culture

VC1 Deaf Workshop: Deaf Culture August 12, 13, 1994

Charlene LeBlanc & Regent Gendron

VC2 Deaf Workshop: Deaf Culture August 13, 1994

Charlene LeBlanc & Regent Gendron

VC3 Deaf Workshop: Deaf Culture August 14, 1994

Charlene LeBlanc & Regent Gendron

VC5 Deaf Community / Working With an Interpreter / Using TTY

VC7 When The Mind Hears 1-7

VC8 Harlan Lane Interview

VC9 When The Mind Hears Harlan Lane Chapters 8-12

VC11 Deaf Culture Auto Biographies

Gil Eastman/ M.J. Bienvenu/ Al Sonnenstrahl/ Paul Johnston / Rev. T. Coughlin/ Dennis Schemenaurer

VC12 Deaf Culture-Social Interactions

VC13 Deafology 101 ABC Stories; ASL Poetry

VC14 ASL Poetry

ASL Poetry: Clayton Valli

Patrick Graybill
C.H.A.L.B
Mary Beth Miller

VC15 Deaf Culture Workshop Deaf vs Hearing

VC 16 Deaf Culture “Rules of Social Interactions”
Silent Living Series:
Alcoholism, Problem Solving at School, Mid-Life Crisis

VC-17 SMI An Introduction to American Deaf Culture
Identity, Values, Group Norms, Language and Traditions
Sign Language

VSL1 MSL Vocabulary Maritime Sign Language, Canada

VSL2 MSL Vocabulary Maritime Sign Language, Canada

VSL3 MSL Vocabulary Maritime Sign Language, Canada

VSL6 ABC Tape 1&2

VSL7 Face of ASL

- 1) Basic Questions
- 2) Complex Sentences
- 3) Declarative Sentences
- 4) Conditional & Relative Clauses

VSL8 ASL Workshop

VSL9 Come Sign With Us

VSL10 Number Signs for Everyone Numbering in American Sign Language

Four For You Fables and Fairytales

Hard of Hearing

VHH-2 Hearing Loss Information Pioneers

1. It's Easy to Take Hearing for Granted
2. Hearing Protection
3. Consequences (Trains)
4. Trains Can't Stop

5. Radar (Home Safety)

Canadian Hearing Society

1. Hearing Loss: Recognizing It
2. Hearing Loss: There's Help
3. Hearing Loss: Identifying It
4. Communication is a Two Way Process
5. Improving Communications
6. Hearing Aids: Time, Practice, Patience
7. Hearing Aids: They've Come A Long Way
8. Hearing Aids: Care and Maintenance Techniques
Employment

VW2 Get It! 1-3 Employment Interviewing Training

VW3 Developing Employer Confidence

Parenting

Mom and Dad Your Deaf Child is OK

VP-1 Pathways for Parenting

VP-2 Pathways for Parenting

VP-3 Red Cross CPR Training / Loving Yourself

Bravo Part 1

Bravo Part 2

VP-4 Beginning American Sign Language Video Course Meet The Bravo Family 1, 2, 3

VK-5 American Sign Language Basics for Hearing Parents of Deaf Children Two Part

Interpreting

VI-1 Semantic Awareness Test Practice Test Run SMC Test Tapes 1-3

VI-2 Semantic Awareness Test Kit EMC Test Tapes 1-3 (tape 2)

VI-3 Interpreter Models Series ASL-English English-ASL

VI-4 Working With Interpreters A.C.R.I.D.

VI-5 Interpreters The Inside Story A.C.R.I.D.

VI-11 Ricky Martell- Deaf Community & Interpreters

VI-12 Ricky Martell

VI-13 Ricky Martell- Deaf Culture vs Hearing Culture

VI-14 English Skills Development Carol J. Patrie

VI-15 English Skills Development Carol J. Patrie

VI-16 Cognitive Processing Skills in English Carol J. Patrie

VI-17 Cognitive Processing Skills in English Carol J. Patrie
General

VG-1 The Life of Christ A Summary from the Gospels

VG-2 Elections Canada 1993 Voting is Accessible English, closed captioned

VG-3 Elections Canada 1993 Special Ballot English, closed captioned

VG-4 Breaking The Sound Barrier Human Resources Development

VG-5 Breaking The Sound Barrier Human Resources Development

VG-6 Breaking The Sound Barrier Human Resources Development

VG7 Hearing Ear Dogs

VG-8 “Man Alive, My Daddy’s Ears Are Broken” Cochlear Implants
Talking Hand/Glove
Deaf Percussionist

VG-9 History of Saint John Hearing Society
Story: Trip to Florida/ Gerald Frazee

VG-10 SJAD Christmas Party-1993

VG11 Sharing Secrets / The Other Cost of Smoking

VG-12 It's Not Just Hearing Aids: Deaf People and the Epidemic A Positive Influence

VG-13 It's Not Just Hearing Aids: Deaf People and the Epidemic A Positive Influence

VG-14 Auto Control Center For Education and Research in Safety

VK-20 A.A. Twelve Steps and Traditions Vol 1&2

VK-21 A.A. Vol 3&4

Into Action

Working With Others

To Wives

Family Afterward

To Employees

VK-22 A.A. Vol 5

Spiritual Experience

Medical View on A.A.

Lasker Award

Religious View How To Get in Touch With AA

VK-23 A.A. Twelve Steps & Traditions 3,4,5

VK-24 A.A. Volumes 1&2

AA Volume 1

AA Volume 2

There's A Solution

More About Alcoholism

VK-25 A.A. History Vol 1&2

VK-26 A.A. History Vol 3&4

VK-27 Signs of Drug Use / Signs of Sexual Behavior

Halloween Party Nov 29 2000 Deaf

Christmas Party Deaf

Happy Hands Kids Klub 1, 2 ,3

Missing Books or Video's
Culture

C-3 Deaf Like Me
Thomas & James Spradley

C-24 A Journey Into The Deaf World
Harlan Lane

Sign Language

SL-8 ASL Dictionary (comprehension)

SL-7 ASL Dictionary

SL-10 ASL Phrase Book

P-16 Choices in Deafness, A Parents Guide
Sue Schwartz Ph.D.

Ed-15 How to Write and Caption for Deaf People

SL 23 Foods

VI-10 Ricky Martell Self Esteem

VSL 4 American Phrase Book Vol 2&3