



From the President



Whew! We have been as busy as bees lately – listening, talking, playing and bonding! May found us Walking 4 Hearing with the Hearing Loss Association of Michigan and raising over \$800.00! Our July Summer Splash Picnic brought 60 people with common interests together as we listened and talked, played and made new friends. Our 24th Annual Summer Camp served 18 campers who had incredible experiences while making new friends – you’ll read the “rest of the story” in this issue. Fall Conference 2011 featuring Teresa Caraway, PhD. CCC-SLP, LSLS Cert. AVT is just a wonderful memory. Our conference committee, Ashley Garber and Francina Silvey did an amazing job planning this incredible conference. We held our General Membership meeting during the conference lunch break on November 11, 2011, elected a Board of Directors of twelve members and voted to accept changes to the bylaws. We have five new board members who bring fresh ideas and lots of enthusiasm to our board. We have established five standing committees: Membership, Activities, Fundraising, Summer Camp and Fall Conference - and welcome participation from members on these. We already have our 2nd Annual Summer Splash Picnic scheduled for July 15, 2012 at Kensington MetroPark and our Summer Camp is planned for July 15 – 27, 2012 at YMCA Storer Camp. Last, but far from least, we rolled out our beautiful new website at www.miagbell.org – please check it out! I believe 2012 will be filled with new strategies and activities to enable our professional and student members to grow, to enrich the lives of our deaf and hard of hearing members, to support parents and to provide children with hearing loss the tools and opportunities to be all that they can be!

Shon Halacka

WELCOME TO OUR 2012-2013 BOARD OF DIRECTORS!

SONYA FRITZ: I am the mother of Jonathan (age 20) and Brittany (age 17). As a stay-at-home mom for several years, I was very involved in both of my children’s education. I decided six years ago to return to school to finish my degree in education that I had started several years prior. In April of 2011, I walked across the stage at Eastern Michigan University to receive my B.S. Special Education, Hearing Impairment degree. Since then I have substitute taught in Washtenaw and Monroe counties and this summer had the privilege of being Co-Director of the MI A.G. Bell Summer Camp. Currently, I am working at the University of Michigan Pediatric Otolaryngology Department supporting Otolaryngologist, Audiologist, and Physician Assistants.

SHON HALACKA: I was elected President of MI AG Bell in May 2010. I am the parent of three adult children with hearing losses ranging from severe to profound. I also serve on the Board of Trustees of New Horizons Rehabilitation Services, am a Governor’s Appointee to the Michigan Rehabilitation Council, and serve as a Guide in the Guide By Your Side Program under the Early Hearing Detection and Intervention Program. When I find free time, I enjoy sewing, reading and gardening.

DIANE HODGIN: I am married with two wonderful children; Lila (7) and Jenna (5). Lila was diagnosed with LVAS which has lead to bilateral hearing loss. She wears hearing aids and uses an FM system at school. I am also a nurse and I currently work part-time at Troy Beaumont hospital. In my free time I enjoy spending time with my family and friends.

ELISABETH “LIZ” MCCOURT: I have always loved to work with children and sought a career that would allow me to do so. I graduated from Wayne State University with a Master of Arts degree in speech language pathology in 2010. I currently work for the Beaumont Health System as a speech-language pathologist at the Center for Childhood Speech and Language Disorders.

KERRI OLSSON: I am a teacher of the hearing impaired in Macomb County. I currently work with students with hearing impairments in grades K-2. I enjoy working with my students and seeing the achievements they make on a daily basis. I received my bachelor’s degree from Eastern Michigan University in Elementary Education with a Hearing Impaired Endorsement. I also have a Master’s degree from Oakland University in Reading and Language arts with a

Reading Specialist Endorsement. In April of 2012 I will earn my Master's in Early Childhood Education from Oakland University. I have a 19 month old boy who also keeps me very busy. After attending the "Chili Saturday with MI AG Bell" board meeting, I wanted to get more involved!

MEREDITH RIZOR: I worked in the MI AG Bell Summer Camp program for the last several years and besides having a great time, I gained valuable experience working with kids with hearing loss and with professionals from related fields. I am currently pursuing my AuD., and have decided to remain active on the Summer Camp committee, but not be on the board at this time.

BECKY SELENKO: I have been a board member for several years now. I'm the mother of two children. My youngest was identified at birth with profound hearing loss, and at age one received a cochlear implant. Today, he is an early elementary student at our neighborhood school. In my spare time, I enjoy spending time with my family as well as playing and coaching tennis.

DANIEL SERAPHINOFF: I was diagnosed at the age of 4 years with a severe to profound hearing loss in both ears. I attended the auditory aural program in elementary school, and later was mainstreamed. I am currently working as an electronics engineering laboratory technician at Continental Tire Company. I hold a private pilot's license. My hobbies are Ham radio, snowmobiling and off road go-carting. I'm married to Christine and we have 2 children. My best experience was getting my hearing restored in 2009 and 2010 with a pair of Advanced Bionics cochlear implants!

HUMA SOOFI: My family moved to Michigan several years ago. I have three children and my daughter, Ayla, has sensori-neural hearing loss and is a successful bilateral cochlear implant user. Ayla has been fully mainstreamed since preschool and now attends her local elementary school. When we first moved to Michigan, I found AG Bell to be a great resource for meeting other parents and for getting information about services available in the area. I have been on the board for several years now.

JULIE STEELE: I currently serve as the Secretary/Treasurer of the Michigan Chapter in addition to my full time position as a teacher consultant for the deaf and hard of hearing for the Lapeer County Intermediate School District. I earned my Bachelor's Degree from Eastern Michigan University, my Master's Degree from Saginaw Valley State University and received my Listening and Spoken Language Specialist certification in 2009. In my free time, I enjoy sports and spending time with my twin sons.

TERESA SUNDBERG: I am a Teacher Consultant for Deaf and Hard of Hearing for the Macomb Intermediate School District. I earned my Bachelor's Degree and Early Childhood Endorsement from Eastern Michigan University and a Master's Degree from Mary Grove College. My youngest son was diagnosed with a profound hearing loss in both ears and has a cochlear implant. I also have a hearing loss in one ear. I enjoy getting outside and playing sports with my husband and two sons.

HEATHER VAN DE STEENE: I'm a graduate of the K-12 HI program at EMU, and am currently completing a MA in Early Childhood Education at EMU. I have served as the AG Bell Summer Camp Director, and Co-Chair since 2009. I currently teach in the Deaf and Hard of Hearing program in Oakland County. I have a brother who is Deaf, who inspired me to teach D/HH students. In my free time I enjoy playing softball, hiking, photography, rescuing Italian Greyhounds, running marathons, sewing and spending time with my husband and daughter.

MARK REEVE: I'm a non-voting member of the Michigan Chapter. I have an adult daughter with hearing loss and was the audiologist at the Lutheran School for the Deaf. I have been continually active with the Michigan Chapter since the 1980's and was instrumental in developing the Newborn Hearing Screening Program in the State of Michigan. I have been an integral part of our summer camp program for 25 years.

SID KRAIZMAN: I'm a non-voting member of the Michigan Chapter. I was one of the original founders and did all the legal work to obtain our status as a Michigan non-profit corporation. Along with Mark, I was instrumental in developing the Newborn Hearing Screening Program in the State of Michigan. I have an adult daughter with hearing loss. I have been actively involved since 1982 and have been instrumental in running our summer camp program for 25 years. I'm an attorney and have served as a Michigan special education hearing officer.



Gift Ideas for the Holidays



This time of year finds us all searching for the perfect gift. Here are some ideas for those with hearing loss in your family – or classroom!

Hayleigh's Cherished Charms Earrings for hearing aids.....



Ear gear protective sweat covers



Sonic Boom SBH400ss Sweetheart LoudPlus Vibrating Alarm Clock by Sonic Alert.



Dry-Aid Kits or a Dry & Store Conditioning System



Plush hearing aids for teddy bears at the Build-A-Bear website. . . .



Tube Riders

Critter Clips to keep young children's hearing aids safe



Huggie Aids



Oto Clip

Super Seals



How about a portable battery tester that is small enough to fit on your keychain or in your purse?



For older students/young adults/adults a Kindle or Nook ereader.

Books

How about making a personal experience book using digital pictures of your child?
 Silent Night
 Kid Friendly Parenting for Deaf and Hard of Hearing Children by Daria J. Medwid
 Books about Famous Deaf Americans
 Amelia Bedelia Books by Peggy Parish - stories involve Amelia repeatedly misunderstanding various commands of her employer by always taking figures of speech and various terminology literally, causing her to perform wrong actions with comical effect. Helps with understanding idioms.

AGX MediaLink or SonicBLU might be great for older kids or adults. There are many assistive listening devices and accessories that make life with hearing loss easier and safer. Items like alerting smoke and carbon-monoxide detectors, phone & doorbell alerting systems, or travel alarm clocks for the hearing impaired. We've named a few but check out what's available at places such as www.harcmercantile.com, www.harriscomm.com www.adcohearing.com, www.batteryjunction.com, or www.hearingusa.com.

The FM System Manager By Lila Hodgin



Young author
Lila Hodgin

This story is about the reason why I chose a person in my classroom to have a job called "FM System Manager". Here's how I thought of it. I had a dream about someone carrying the FM System to my Teacher. That person came up to me and told me that there should be a FM System Manager. When I woke up in the morning it was Tuesday. The day we change jobs is Tuesdays! When I got to school, I ran to my locker to put my stuff into it. Then I zoomed into the classroom. I asked my Teacher Mrs. Phillips if we could have a FM System Manager. She asked what would they be responsible for? I told her they would have to unplug the FM system in the morning and give it to the Teacher. They also would have to take it to the Special Teachers. And at the end of the day they would have to charge it. I would train the FM System Manager every week. Mrs. Phillips said it would be okay to have a FM System Manager. When we were getting our jobs assigned Mrs. Phillips explained our new job... FM System Manager. Everyone threw up their hands like crazy. I called on my Friend Cassidy. I then explained to her how the FM System worked. She told me it was the best day of her life. I bet she loved having that job. I like that the other kids like being involved with my FM System. I also love to teach other kids about things. So far this job is going very well. Sometimes I have to remind the FM System manager so I can Hear my Teachers. I really like using my FM System. Thank you for letting me share my story.

I'm a Volunteer

By: Elisabeth Fischer McCourt, M.A., CCC-SLP

My involvement with the Michigan Chapter of the Alexander Graham Bell Organization began in fall 2004, after I attended my first AG Bell conference. I left the conference with excitement for my career (speech-language pathology), knowledge, and a network of other students, parents, and professionals. By keeping in touch with people I met at the conference, I heard about an opportunity to volunteer with the MI AG Bell Chapter at their annual summer camp. My first experience at the summer camp was very exciting and rewarding. I was fortunate to work with wonderful children and other professionals who inspired me and taught me a great deal, such as how to trouble shoot a hearing aid that was not working properly and how to locate a lost hearing aid (I learned to check places such as the bottom of a sleeping bag, pockets, pillow cases, and towels). I enjoyed my time at summer camp so much I continued to volunteer each year. This past summer, I held the position of co-director and had a wonderful time! It has been very rewarding to see children return to camp each year, meet new campers, and help them have a fun and positive camp experience. Additionally, it has been great to work closely with the camp staff to educate them about hearing loss. Volunteering for the MI Chapter of the AG Bell Organization allowed me to be involved with amazing children, parents, and professionals, who further contributed to my enthusiasm for working with individuals who are deaf/hard of hearing. Through the years, I have had a plethora of wonderful and challenging experiences and have made many friends. I am thankful for the experiences I have had while volunteering; they helped me to become a well rounded person and professional.

Fall 2011 Conference Wrap-Up

By Shon Halacka

"Meet the Parents!" Teresa Caraway, Ph.D. CCC-SLP, LSLS Cert. AUT

Teresa Caraway was the presenter at the November 11, 2011 Fall Conference held at the Okemos Conference Center in central Michigan. Teresa presented a marvelous day of highly interactive learning and sharing. Her vast experience and knowledge in the areas of parent coaching and mentoring was supplemented with many videotape excerpts of actual therapy sessions. Additionally she used role-playing and clips from various movies to accentuate the points she made and her wonderful sense of humor added immeasurably to the day. Teresa placed special emphasis on the impact of generational differences on intervention and highlighted techniques to bridge these generation gaps. Teresa kept the audience totally engaged throughout the presentation!

Dr. Caraway is the founder and president of Learning Innovation Associates LLC, a global company dedicated to improving listening and spoken language outcomes for children and their families through consulting, mentoring and creative professional learning opportunities. She is the co-founder and a special advisor to Hearts for Hearing, in Oklahoma City, OK, where she most recently served as the executive co-director.

The "grand rounds" session featured the **Grand Rapids Oral Program (GROD)**, the **Western Michigan University Carls Foundation Grant** and the **University of Michigan affiliated Sound Support Program**. **Lisa Faber** of GROD presented information about their Triangle Time which provides specific time every month for the teacher to work exclusively with a single child and that child's parents. **Teresa Crumpton** of WMU spoke about the Carls Foundation Grant program to cross-train speech and language pathologists and audiologists to learn and work together towards a unified goal: a summer oral rehabilitation program, outreach and mentoring activities. **Ellen Thomas** of Sound Support presented an overview of their 2004 Outreach Grant that focuses on improving outcomes for deaf and hard of hearing children with the goal of enabling them to be less dependent on public aid as adults.

For the first time, CEU units for LSLS certification through the AGBell Academy were offered, in addition to SB CEU's. The Listening and Spoken Language Specialist Certification is recognized internationally as the gold standard in professional training for those who provide spoken language services to children with hearing loss and their families. This is one effort on the part of MI AGBell to support Michigan professionals as they pursue this certification.

Parent's Wish List: Tell Me My Child is Doing Well in the Classroom

By Teresa Sundberg

The school year is a quarter of the way done, the holidays are fast approaching, and you've probably already read your child's report card, and attended parent-teacher conferences. After you left that conference, did you wonder if you asked the right questions about how your child is doing? Did you want to know more about how their academic performance measured up to other students in the classroom? Did the classroom teacher give you a sense for how your child is getting along with others? Are they seeing signs in the classroom that your child may be having difficulty hearing?

I think sometimes as parents of children with hearing loss, we feel overwhelmed with making sure that teachers and school staff recognize that our child with hearing loss has challenges in the classroom that other students may not face. At the same time, we want to make sure that they are viewed in a similar light as other students and not be treated differently. This is a fine line that we often straddle because we don't want to put all the emphasis on their hearing impairment, but we don't want the teachers to forget it either. Here are some questions and tips that may help parents get the answers to those nagging questions that we want to know about our child's performance in school.

- Many schools now have parent portals where you can view your child's grades and daily assignments on line. Taking advantage of this resource can keep you in the loop on how your child is doing academically.
- Familiarize yourself with the classroom teacher's rules and procedures and discuss them with your child. What is their understanding of how and when they turn in assignments? Reviewing a syllabus for each class in middle school and high school with your child will help minimize misunderstandings and use of excuses.
- Ask your child how he or she advocates for themselves in the classroom when they may not hear or understand something? Have they had to do this often?
- Offer to volunteer during a school holiday party and get to know other parents in your child's class. Sign up to assist with reading/math/computer times during the school day.
- Make contact with your child's service provider if they have an IEP or 504 and discuss the current accommodations that are in place such as preferential seating, use of FM system, etc.
- Questions you may consider asking your child's classroom teacher.
 - Does my child volunteer to answer questions during lectures and participate during class discussions?
 - Does my child look at you when you're teaching and does he ever ask for clarification or need things repeated?
 - When he is working with others in small groups, does he contribute and talk with his classmates?
 - Where is my child seated in the classroom and do you feel that this is a good seat for him?
 - Do you have any questions about my child's hearing loss and how it may affect him in your classroom?
 - What's the best thing about having my child in your class?
 - What is the most challenging part of having my child in your class?

Wouldn't you just love to be a "fly on the wall" to be able to see your child in action in the classroom? Even though this may be a dream of ours, we have to trust that our children's teachers and school professionals want to see our child succeed too. By being an equal partner in your child's education and asking the right questions of your child and your child's teacher, you are setting the stage for academic success.

Summer Camp – The Rest of the Story!

By Sonya Fritz, Elisabeth McCourt and Meredith Rizor

The Michigan AG Bell 24th Annual Summer Camp was a success! This summer, camp was co-directed by a teacher of the deaf/hard of hearing, Sonya, and a speech language pathologist, Elisabeth. Meredith, a student studying audiology, volunteered to help and provided much needed assistance and support. Our responsibilities included: educating the YMCA Storer staff and campers about hearing loss, providing support for the YMCA Storer staff when needed, organizing and planning 'saska' activities that were fun, educational, and language rich, and most importantly, ensuring that all of our campers had a positive and memorable time while at camp.

While we came from different professional backgrounds, we were able to collaborate and work together to provide our campers with an amazing and dynamic camp experience. If a camper was having a problem with their amplification and was in need of troubleshooting, Meredith was there to help. If a camper was having difficulty following directions or needed help understanding a new concept, Sonya and Elisabeth were able to assist. In addition to helping our campers and the YMCA staff, we were also able to teach and help each other gain new skills.

As part of the campers' experience, they were able to pick 'tracts' that they attend throughout the week that specialize in one area. Some of these included arts and crafts, water activities, sailing, sports, nature, climbing tower, etc. Many of the A.G. Bell campers chose to do water activities, which posed problems for the supervisors of these activities. As much as everyone at YMCA Storer Camp wanted all of the campers to be able to experience camp to the fullest extent, it was very important to the water activity instructors that all campers were able to hear while out on the water for instructional and safety purposes. This was unable to be accomplished, as the expensive hearing aids and cochlear implants are not waterproof and could not be worn near the water for fear that they would be damaged. By having the A.G. Bell team present at camp, we were able to converse with the counselors and supervisors at the waterfront and come up with a plan to ensure that our campers would be able to participate in all water activities. Not only were we able to educate the other adults about hearing aid devices and how to protect them from water damage, one of us was always present at the waterfront when one of our campers was participating in these activities. When our campers went out on the water, so did one of us. This allowed us to focus on our camper with hearing loss and guarantee that they were following directions and completely safe while the other supervisors were overlooking the entire group. Had our team not been at camp, the A.G. Bell campers would not have been able to participate in water sports due to safety issues. It is important to us that all campers, including those with hearing loss, are able to enjoy camp entirely and participate in all activities, regardless of their hearing loss.

Being away from home for one to two weeks can be a lonely experience for many kids. Friends and making connections with new friends can make all the difference in the world to campers and their parents. There are many stories of friendship that we could share, but 3 stand out.

Xavier and Hunter came to camp as friends. At camp they looked after one another, depended on each other, played pranks on each other, and laughed with each other. This dynamic friendship now has more shared experiences from camp for a life time.

Elijah, a quiet and caring young man hit it off right from the beginning with his two counselors. The three of them formed a special friendship. Elijah looked up to them as mentors, role models, and examples of what being a man is all about. They laughed together and had conversations that went straight to the heart of the matter. They developed a friendship that will be cherished for a long time.

The last story that we would like to share with you is a story of a young girl, Hailey. The AG Bell campers met together daily for one hour after lunch. One day we were making friendship bracelets. Hailey had learned a new bracelet knot that she shared with the group. The others loved the new knot! Hailey moved around the group helping those who needed help in learning the knot and/or tying it on their wrist. She was patient and an excellent role model for her peers. Perhaps she will be one of our future teachers. Her willingness to share provided the group with a souvenir from camp and new knowledge that they were able to take home and share with others. The idea behind the friendship bracelet is to make a bracelet and pass it on to a friend. Our Michigan AG Bell campers shared their bracelets with cabin mates, counselors, and friends back at home bridging the gap between those with a hearing loss and those with typical hearing.

Friendship is such an important part of life. Our kids have friendships now for a life-time thanks to Michigan AG Bell and YMCA Storer Camp.

What Should You Do if Your Deaf or Hard of Hearing Child is Bullied?

10 GUIDEPOSTS TO HELP STOP BULLYING

A child who is deaf or hard of hearing faces unique challenges in keeping pace with his or her classmates. Add bullying to the mix and you have a problem that can be overwhelming for the student, the parent and the school staff. The solutions are as varied as the classmates, schools and communities where the bullying occurs. Here are 10 guideposts to help stop bullying.

PREVENTION

1. Recognize that bullying happens to kids who are deaf or hard of hearing Many people cannot conceive of the idea that a child with special needs would be the victim of bullying. Unfortunately, children perceived as being different in some way are usually the *first* individuals to be targeted by bullies. This aggression can take the form of:

- Teasing imitation of the use of sign language.
- Mimicking the deaf child's distinctive vocal quality.
- Encouraging classmates not to associate with the "different" kid.

2. Be alert that bullying might be happening to your kid Since children who are deaf or hard of hearing can occupy a lower social standing among their peers, they might lack a support system — which the bully recognizes. Bullying can go unreported because children with special needs sometimes struggle with self esteem issues. They may fail to report the abuse due to their feelings of intimidation, humiliation, or embarrassment. It's important to speak with your child about bullying. Tell your child in no uncertain terms that bullying should never be tolerated and there is no shame attached to reporting it.

3. Help create a communication friendly environment in your child's school Since bullies tend to victimize loners without a support network, encourage your child to engage with other kids and adult staff. Establish a rapport with your child's teacher and principal. Educate them to the nature of your child's hearing loss and to your child's strengths and vulnerabilities. For example, one deaf student had gotten the reputation of being rude because she didn't return the greetings of class-mates who passed her in the hall. When the group was reminded that they needed to be in the child's line of sight in order for their greetings to be recognized, the mis-understanding ceased.

4. Teach your child to be a self advocate Teach your child that she has a lot to offer both classmates and school. Encourage your child to speak out when something seems wrong. If she is perceived as having a strong character, that is often enough to discourage a bully from targeting her. If necessary, consider social skills training or getting to know a deaf or hard of hearing adult mentor for assistance.

5. Beware of cyberbullying The cyberbully uses the Internet and social media tools to harass his victims. Matthew Kaplowitz, co-author of *How to Talk to Your Kids About Bullying and School Violence* and producer of digital media for students with disabilities, recommends that you oversee your child's computer activities. "Consider installing Internet security filters. They will help you regulate your child's online experience Teach your child the nuances of communicating online, and that messages, sent privately, can easily be shared with others. Check text messages to make sure that offensive messages aren't being sent to your child. Teach your child *never* to reveal personal information online."

INTERVENTION

6. Be supportive If you discover that your child is being bullied, don't wait. Speak to her about it immediately. Listen to your child's feelings. Be understanding and supportive. Explain that they are not responsible for being bullied nor is there any shame in being bullied—bullying must never be tolerated. Share a story about how you or someone you know was bullied. You are also likely to have strong feelings in the matter, but try to generate an impression of calmness. This is your child's experience—and it's a very personal experience.

7. Gather information Find out everything you can about the incident(s). Who was involved? What led up to the altercation? How long has the bullying been going on? Learn about the school's anti-bullying policy. Get all your facts organized so you can approach the situation efficiently and effectively.

8. Communicate your concerns calmly with the school Positive communication is usually the key to getting results. Approach your child's teacher and the parents of the bully in a calm, objective manner. Let your demeanor show that you are just there to find a practical solution to an unfortunate problem. The other parties involved might respond defensively if they feel you are angry or judging them. You are all going to have to work together on a solution, so eliminate resistance before it begins by communicating calmly.



9. Be persistent Bullying is not to be tolerated after it has been discovered and reported. If the bullying continues and your child's teacher doesn't rectify the problem in a prompt fashion, do not hesitate to take the matter to a higher authority. Alert the school's guidance counselor or principal. If this fails to bring satisfaction, notify the district supervisor. Keep a written record of all the communications and conversations you've had with teachers and school staff or school administration.

10. Utilize your child's Individualized Education Program (IEP) If the bullying of your child is based on his hearing loss and the harassment is interfering with your child's learning, the school is legally obligated to stop the persecution and provide support. If your child has an IEP, set a meeting with the IEP team to collaboratively figure out an anti-bullying action plan.

This article was prepared in collaboration with Hands & Voices, www.handsandvoices.org, the National Association for Parents of Children with Visual Impairments (NAPVI), www.spedex.com/napvi, and Bridge Multimedia, www.bridgemultimedia.com.

Final Word: There is no quick fix to the problem of bullying. It is a serious situation that requires the ongoing involvement of family, school staff, and community members. Once you have come to a resolution, share your experiences with the special needs community. We're all in this together and the more information that is available, the easier it is for everyone.

➔What is Bullying?

Bullying is when someone repeatedly hurts or threatens another person on purpose. Bullying comes in many forms. It can happen in person, in writing, online, on cell phones, in school, on the bus, at home — anywhere. Wherever it happens, it's NOT acceptable.

Stop Bullying: Speak Up: A website, produced by the Cartoon Network, that educates kids about the problem of bullying and encourages them to spread the word about bullying awareness and prevention. www.cartoonnetwork.com/promos/stopbullying/index.html

National Bullying Prevention Center: A web-site created by PACER, a parent training and information center for families of children with disabilities, to address bullying through educational, creative, and interactive resources. www.pacer.org/bullying/

StopBullying.gov: A website that provides information from various government agencies about how students, parents, educators, and community members can prevent or stop bullying. www.StopBullying.gov

Bullying and the Child with Special Needs: A website that offers a comprehensive report and online resources regarding bullying and children with disabilities. <http://www.abilitypath.org/areas-of-development/learning--schools/bullying/>

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Another great resource is <http://www.wrightslaw.com/nltr/11/nl.1025.htm>

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★ Usborne Books	★ Discovery Toys
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★ Mark Reeve	★ Ellen Thomas, Sound Support
★ Teresa Crumpton of WMU	★ Lisa Faber, Grand Rapids Oral Program

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