September 2016

Deaf Awareness Week

North Dakota School for the Deaf/Resource Center for the Deaf and Hard of Hearing

The Start of North Dakota School for the Deaf

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing has been serving individual with hearing loss since September 1890. Back when North Dakota was becoming a state, Anson R. Spear, a deaf man from Minneapolis area came to North Dakota to establish a school for the deaf. His political backers, Senator Swanston and Mr. McCormick of the House of Representatives, introduced a bill in the Legislature for the immediate establishment of the proposed school in Devils Lake. It was passed on March 15, 1890 over the veto of the first North Dakota Governor, John Miller.

The people of Devils Lake furnished a free building for two years at the corner of Third Avenue and Fifth Street. Mr. Spear was appointed superintendent and the first term began September 10, 1890. By the end of the year, 23 children were enrolled. In 1891, funds were appropriated for a permanent building and for expenses for a biennium. The Great Northern Railroad donated an 18-acre tract of land one mile north of the heart of Devils Lake for the permanent site of NDSD. The main part of the first building, Old Main, and one wing were finished during the fall of 1893. Old Main was designed by Olaf Hanson, a rising deaf architect from Minneapolis.

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing has a school component using specialized methods of instruction for youth with hearing loss. The school provides a comprehensive academic program for preschool through grade eight. In order to educate students with hearing loss in accordance with Individualized Education Plans (IEP), they may participate in mainstream programs with their hearing peers for part of the day in the Devils Lake Public Schools including academic and vocational classes.

High school students (Grades 9-12) are enrolled at Devils Lake High School and receive support services from NDSD/RCDHH as per their IEP. NDSD/RCDHH offers sign language instruction to Devils Lake High School students. Students from NDSD/RCDHH may participate in community activities and in co-op athletic programs with the public schools.

NDSD/RCDHH has residential programming for students from Sunday evening through Friday afternoon with numerous opportunities for extra-curricular activities, social interactions, and development of independent living and community skills. Students are transported home each weekend and for school holidays so there is plenty of family interaction.

The Outreach Department offers assessments, consultations, and direct services to school age students in mainstream settings for school districts and special education units upon request. NDSD/RCDHH is accredited through the North Dakota Department of Public Instruction (NDDPI) and the North Central Association/Commission on Accreditation and School Improvement (NCA/CASI) K-8.

NDSD/RCDHH supports a parent/infant program for the children with hearing loss from birth to three years. Through this program children and their families throughout North Dakota receive specialized instruction in their homes.

NDSD/RCDHH also has the adult services department for individuals with hearing loss once they graduate from high school and any other adults who have lost their hearing in later life.

1890

Today

North Dakota School for the Deaf

Compliments of North Dakota School for the Deaf/Resource Center for the Deaf and Hard of Hearing Outreach Department

Landmarks on NDSD campus

From 1992 to 1997, the North Dakota Association of the Deaf (NDAD) worked with former superintendent Jaime Galloway, of the North Dakota School for the Deaf (NDSD), on a **V**ery **I**mportant **P**erson (VIP) landmark project. The purpose was to dedicate buildings and landmarks on campus in honor of former employees who had achieved ranks of high esteem for their accomplishments at NDSD. Since 1890, there have been thousands of devoted individuals who have left their imprint on the school's history. Narrowing the list of candidates was no easy task, however, the following are some of the landmarks that were dedicated. The pictures and information were taken from a presentation, which has more details, put together by Lilia Bakken, coordinator of the Communications Department.

The Spear School Building is now occupied by Head Start and Early Head Start.

A.R. Spear School Building

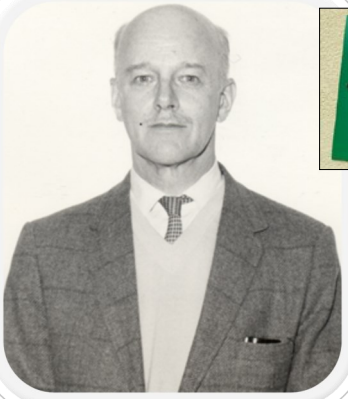
Built in 1911, it was dedicated in 1992 in memory of Anson Spear who was a deaf man that started the North Dakota School for the Deaf and became its first superintendent. He was superintendent from 1890 to1895 (5 years)

Anson Spear

L. Dwight Rafferty Field

Dedicated in 1994 in memory of Dwight Rafferty who was deaf and coached track at North Dakota School for the Deaf for 31 years (1945-1976). The field is currently used by Devils Lake Athletic Department. Rafferty also taught in the academic department and from 1955-1985 taught Printing and Graphic Arts (42 total years of teaching)

Landmarks on NDSD campus



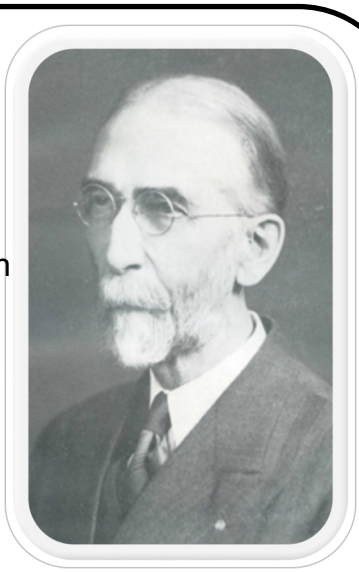
Kenneth Blackhurst

Blackhurst Dormitory

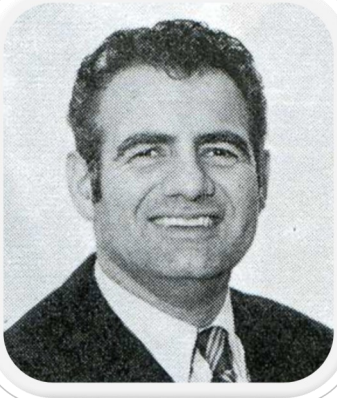
Built in 1981, it was dedicated in 1995 in memory of Kenneth Blackhurst, housefather and dormitory counselor who was deaf, from 1960-1984 (24 years).

Thomas Sheridan Road

As you turn into the driveway of the North Dakota School for the Deaf campus you will see a road sign saying Thomas Sheridan Road. This road was dedicated in 1994 in memory of Thomas Sheridan, a teacher who was deaf who worked at North Dakota School for the Deaf for 39 years, from 1908 to 1947. He walked to school every day, even on the stormiest weather.



Thomas Sheridan



Henry Brenner

Henry Z Brenner Gymnasium

Dedicated in 1996 in memory of Henry Brenner, a man who was deaf and coached at North Dakota School for the Deaf from 1956 to 1992. He coached cross country, track, football and basketball. He also taught at the school

Landmarks on NDSD campus

Frelich Playground

A playground was dedicated on August 24, 1997, in memory of Philip and Esther Frelich and their family. It was made in cooperation with the North Dakota Friends of Deaf Children Foundation and the North Dakota School for the Deaf. All eleven members of the Frelich family graduated from NDSD and were a part of the school for 76 years (1923 to1999).

Landmarks on North Dakota School for the Deaf campus

ACROSS:

4. Who was a teacher who was deaf at the North Dakota School for the Deaf with a street named after him?

6. Who had all eleven members of their family attend the North Dakota School for the Deaf and has a playground named after them?

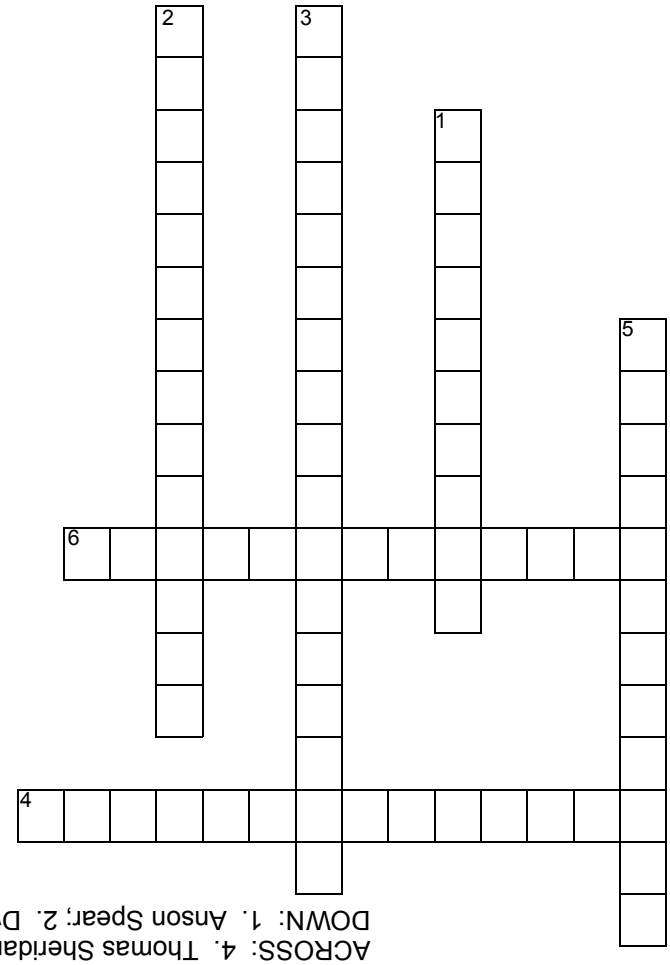
DOWN:

1. Who was the man who was deaf and started the North Dakota School for the Deaf?

2. Who was a track coach and deaf at the North Dakota School for the Deaf with a field named after him?

3. Who was a housefather and dormitory counselor who was deaf with a dorm named after him?

5. Who was deaf and a coach of several sports at the North Dakota School for the Deaf that has a gymnasium named after him?

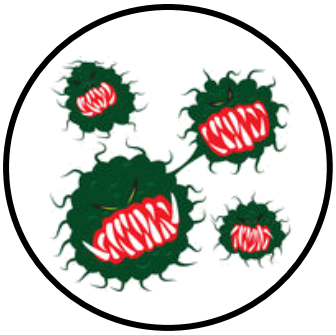


ACROSS: 4. Thomas Sheridan; 6. Frelich Family.
DOWN: 1. Anson Spear; 2. Dwight Rafferty; 3. Kenneth Blackhurst; 5. Henry Brenner

Causes of hearing loss

Hearing loss can be caused by:

Heredity Conditions



Infectious Diseases

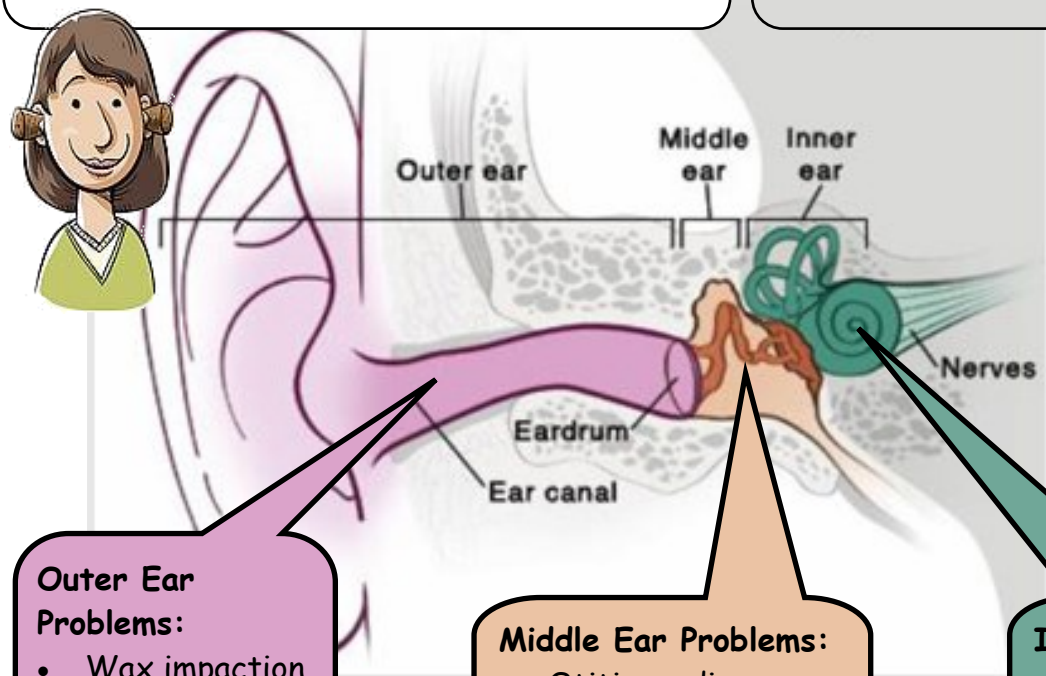
Prolonged Exposure to Excessive Noise

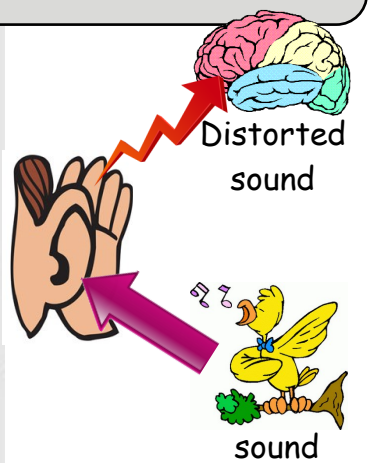
The Effects of Aging

Hearing loss

Conductive Hearing Loss: Occurs in the outer and middle ears. Sound is impaired from being conducted to the inner ear.

Sensorineural Hearing Loss: Occurs in the inner ear. Sound may be heard but cannot be correctly interpreted.





Outer Ear Problems:
- Wax impaction
- Foreign bodies
- External otitis

Middle Ear Problems:
- Otitis media
- Serous otitis
- Otosclerosis

Inner Ear Problems:
- Meniere's disease
- Noise exposure
- Ototoxicity

Taken from http://www.scholastic.com/

Inside the Ear

Time Required: 40-minute

Materials: *I'm All Ears* student worksheet, plastic wrap, bowl or pot with wide opening, uncooked rice, scissors, tape or glue, metal cookie sheet or pan (optional)

This lesson helps you understand the parts of the ear that work together to process sound.

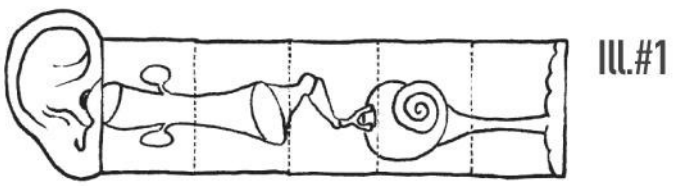
Activity Steps:

1. The ear is a complex organ that detects sound and maintains balance. Using the diagram on the following worksheet, discuss the functions of the parts of the ear:
   - **Pinna**—the outer portion of the external ear: sound travels through the outer ear to the ear canal.
   - **Auditory Canal**—the open passage through which sound waves travel to the middle ear.
   - **Eardrum**—a taut, circular piece of skin that vibrates when hit by sound waves.
   - **Malleus (Hammer), Incus (Anvil), Stapes (Stirrup)**—tiny bones that vibrate to amplify sound waves. These are the smallest bones in the body.
   - **Eustachian Tube**—the passageway that connects the ear to the back of the nose to maintain equal air pressure on both sides of the eardrum.
   - **Cochlea**—coiled, fluid-filled structure of the inner ear that contains hair cells called cilia. Cilia sway in response to sound waves, transmitting signals toward the brain.
   - **Semicircular Canals**—fluid-filled structures in the inner ear that detect movement and function as balance organs.
   - **Auditory Nerve**—bundle of nerve cells that carry signals from the sensory fibers to the brain.

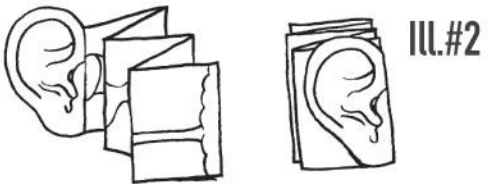
2. Demonstrate how the eardrum works with this simple activity. Stretch plastic wrap tightly over the opening of a large bowl or pot and sprinkle a teaspoon of rice over the plastic. Clap your hands close to the plastic wrap. Also try to create louder noises (such as banging a metal cookie sheet or pan). What happens to the rice?

3. Sounds travel in waves. Those waves make the plastic wrap vibrate, similar to the way that your eardrum vibrates in response to sound. The rice "jumps" when the plastic wrap vibrates. Like the rice, the tiny bones of the middle ear move in response to vibrations in the eardrum.

4. Begin putting together their ear accordion models. The first step is cutting the three pieces of paper along the black lines. Tape or glue the pieces together to make one strip (Ill.#1). Afterward, fold the paper like an accordion along the dotted lines so the outer ear is at the top (Ill.#2)



Ill.#1

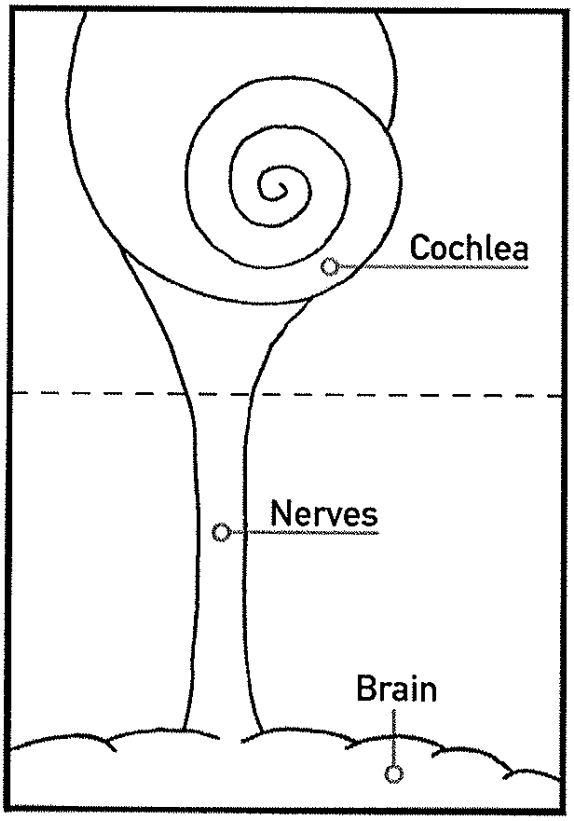


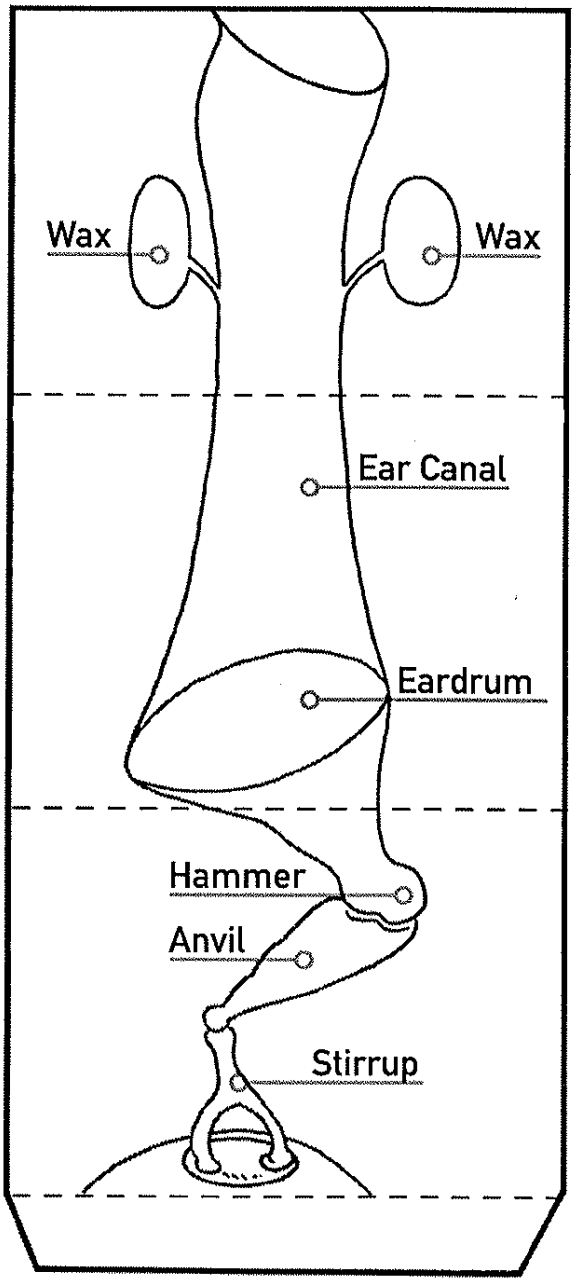
Ill.#2

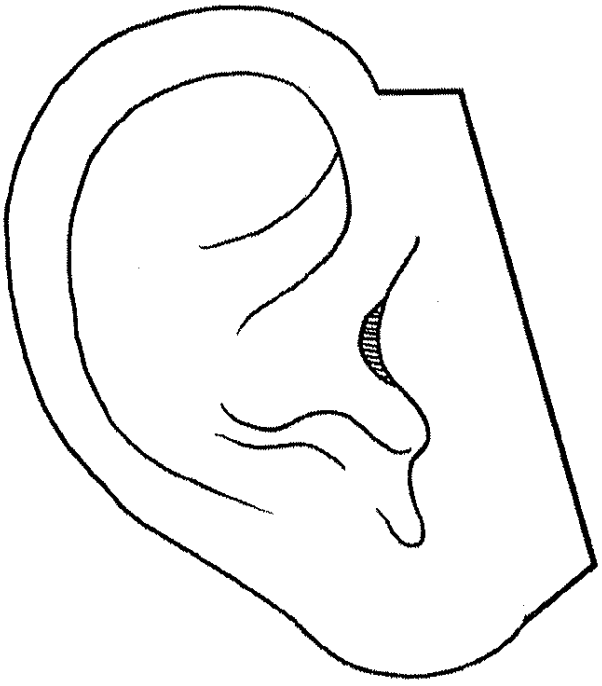
Taken from http://www.scholastic.com/

I'm All Ears

Construct a mini-model of the ear. Cut out the three diagram pieces and tape them together to make one long strip. Fold the strip along the dotted lines so that the ear is facing outward.







Taken from http://www.scholastic.com/

Assess what's been learned about the ear:

1. Where is the malleus found?
2. Where can cilia be found?
3. What's the most important part of the ear for maintaining balance?
4. What structures vibrate in response to sound waves?
5. Our ears "pop" on airplanes because of pressure changes. What structure makes it possible for the pressure inside our ears to return to normal?
6. What structure transmits sound signals to the brain?

ANSWERS:

1. middle ear; 2. cochlea; 3. semicircular canal; 4. eardrum, incus; 5. Eustachian tube; 6. auditory nerve.

The Ear

					R	G	I	A					
				C	P	O	V	U	X				
			T	O	W	A	B	D	D	J			
		H	C	C	E	F	K	I	L	A	K		
	F	J	S	H	A	X	Q	T	W	X	R	Y	
	B	T	G	L	X	P	I	O	S	S	N	X	
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							H	N	C	X	J	R	L
								X	V	D	A	G	
									I	M	B		

Find and circle the words below that are part of the ear.

auditory nerve

brain

cochlea

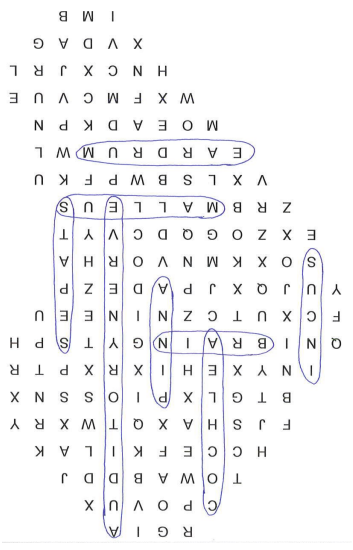
ear drum

incus

malleus

pinna

ANSWERS:



Is lip-reading an effective way to talk to people who have a hearing loss?

Not really. Forty to sixty percent of English sounds look alike when spoken. Thirty percent of what is said is actually discernable or visible on the lips, and the other seventy percent is guesswork. This sets up the perfect situation for miscommunication and misunderstanding

A look at Lip Reading

We've all lip read once upon a time. Whether it was to tell a friend where to meet after class or whether you saw someone say "I love you" on TV while muted, most of us have dabbled in lip reading without knowing it.

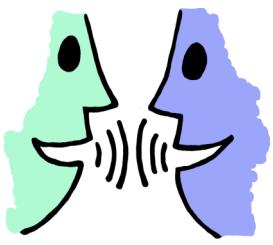
Lip reading, also known as speech reading, is more than looking at the lips of the speaker. Aside from the lips, the movements of the tongue, the jaw, the eyes, the face, the hands and the body are also followed. Knowing the context in which the speaker is speaking makes it easier for a person with a hearing loss to fill in the gaps about what is being said.

Drawbacks of Lip Reading:

- Lip reading is difficult for people who have never heard the spoken language clearly.
- In a group environment, where several people are talking at the same time, it is difficult to follow the lip movements of all the speakers. So the person with a hearing loss may fail to understand where the conversation is headed.
- Glottal consonants are impossible to follow; they don't require lip movement, but are articulated inside the mouth or throat.
- Lip-reading requires the lip reader to concentrate and focus on the speaker's lips to follow every word spoken. This can get rather wearisome. Many people who are deaf may prefer using other communication means like gesturing, miming, writing or sign language.

And most importantly…..

- Many speech sounds have the same facial and mouth positions. This makes it hard for the lip reader to distinguish the sounds. According to language experts, only about 30 to 40% of English sounds are distinguishable from sight alone.



Although most people with hearing loss rely on seeing the face in helping to communicate, each individual have different skill levels at lip reading and because many speech sounds have the same facial and mouth positions, it only part of the puzzle a person with a hearing loss uses to understand what is being said.

The Evolution of the Hearing Aid

Only 10-20% of people who could benefit from a hearing aid wear them. It's a shame, as these marvels of modern technology have come a long way from their humble origins….

Ear Trumpet

1800s

The ear trumpet was used for those with milder hearing loss. It captures sound and funnels it directly into the ear.
They evolved so they could be concealed in hand fans, headbands, beards and hairstyles.

Transistor Era

1940s-50s

The invention of the transistor by Bell Labs in 1947 paved the way for behind the ear (BTE) hearing aids as well as into eye glasses.

Electric Era

1899

The first electric hearing aid called the Akouphone was invented. It was modeled after the invention of the telephone and microphone and included a large battery. It was still not powerful enough for people with severe to profound hearing loss.

Microprocessor

1970s

The invention of the microprocessor and zinc-air battery allow for the development of in-the-ear hearing aid technology.
They could be programmed using a special computer to filter and allow wearer to control some of the settings.

Vactuphone

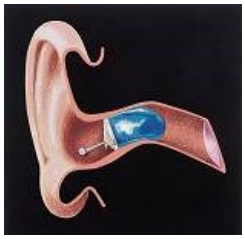
1920s

The first vacuum tube hearing aids are invented. They are battery-powered and portable. They are much more powerful than the earlier carbon models. However, they are bulky, expensive to run and fragile.

The Digital Era

1980s-now

The silicon chip processes incoming sound, converting it to a clearer audio, before sending it to the ear at the appropriate level. In the mid-90s "completely in the canal" (CIC) digital models were available.



Electronic Era

1930s

As vacuum tubes became smaller, hearing aids evolved into body-worn hearing aids that were portable but still required batteries not stored inside the hearing aid. It was strong enough for people with severe hearing loss.

Future?

In-Ear Amplifiers
Scientists are testing an ear-lens (a transducer that is mounted on the eardrum). The ear-lens has a much wider frequency range than conventional hearing aids.

Person Powered
It is hoped that hearing aids will be implanted and use inductive charging (drawing energy from the user's body) rather than a zinc battery .

For more information about the history of hearing aids, check out the following websites.
http://www.hearingaidmuseum.com/index.htm and http://beckerexhibits.wustl.edu/did/index.htm

Compliments of North Dakota School for the Deaf/Resource Center for the Deaf and Hard of Hearing Outreach Department

Assistive Technology for People who are deaf or Hard of Hearing is a recent phenomenon

It is sometimes easy to forget that people who are deaf or hard of hearing did not have access to the telephone network until the TTY was developed in the 1960s and nationwide relay services began in the 1990s. The phone had been around since the late 1800s.

Similarly, closed captions for television were developed in the 1970s, became available on a limited, voluntary basis in the 1980s with the use of closed caption decoder equipment, and were finally required and made available through built-in television caption decoder systems in the 1990s.

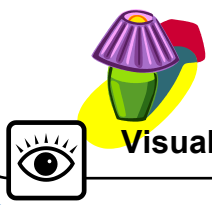
Likewise, going to the movies was not possible until the development of captioned film prints in the 1980s and caption display systems in the late 1990s. The exclusion of generations of deaf and hard of hearing people is something to be remembered so as not to be repeated.

How do they....

- ❖ Know when the phone is ringing?
- ❖ Wake up to an alarm clock?
- ❖ Hear someone at the door?
- ❖ Hear fire alarms/smoke detectors?
- ❖ Hear a baby crying?

People with hearing loss may only need to amplify the alerting sound to hear it. Others may need the alarm sounds to be visual or feel it. They do this by connecting their phones, alarm clocks, doorbell, fire alarms/smoke detectors and baby monitors to:

Lamps

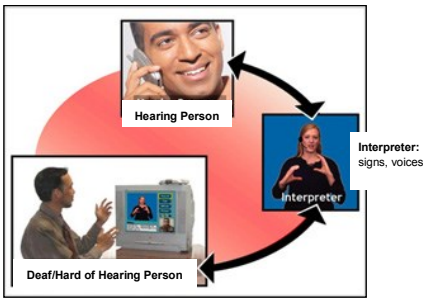


or

Vibrating Devices

At the same time, and perhaps due in part to this history, people who are deaf or hard of hearing were early and eager adopters of accessible text-based communication and information systems, such as pagers, e-mail, instant messaging, and the Internet, as well as early adopters of videophones.

Today, we have assistive listening technologies, real-time captioning services, Internet captioning applications, movie caption display systems, a wide range of relay services that provide access to the telephone network, digital televisions with digital captions, and video remote interpreting services.



Relay services *typically has a third party participant who either types, voices or signs according to who is talking and what device is being utilized.*

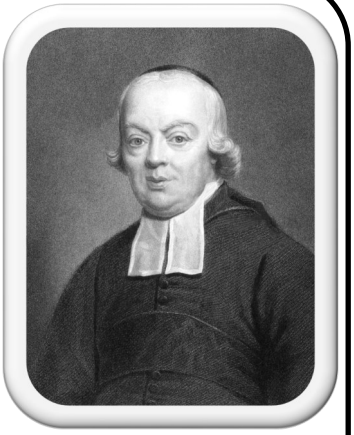
History of American Sign Language

In the early 1800s, there was no standard sign language that existed, but various homemade signing systems were created by the deaf individuals. There was also the island of Martha's Vineyard off the coast of Massachusetts, where heredity deafness was common beginning in the 17th century. Most of the people there knew sign language that was established there.

1771 Abbe de l'Epee

, a cleric in Paris, was a large contributor to the spread of sign language. While visiting the home of a local parishioner, he saw two young girls signing to each other. He was amazed by what he saw and realized that sign language would be an excellent way to educate deaf children. In 1771, l'Epee founded the first educational institution for deaf people in France.

When l'Epee started the school, he started modifying the Old French Sign Language. He transformed it from a system of communicating guides to a system of communicating the exact words, like a spoken language. His form of sign language became known as Old Signed French.



Abbe de l'Epee

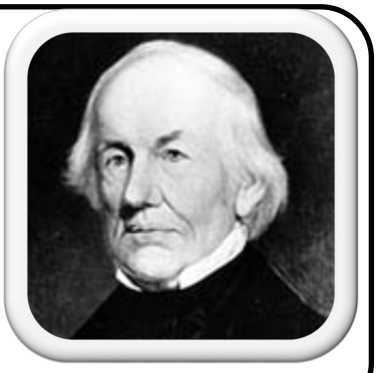
1816 Thomas Hopkins Gallaudet

The largest influence on the development of sign language in America was Thomas Hopkins Gallaudet, a congregational minister. Gallaudet had a neighbor whose daughter, named Alice Cogswell, was deaf and he was very interested in helping her find a way to communicate. In 1816, Gallaudet decided to travel to Europe. He approached a number of program directors (the Braidwood Schools, The London Asylum, etc.) but they were not willing to share their techniques with Gallaudet. While in England, Gallaudet met Abbe Sicard, the director of a Paris School for the Deaf and two of his deaf pupils, Jean Massieu and Laurent Clerc, who were also teachers at the school. They were in England giving demonstrations on how to teach the deaf by using sign language. Gallaudet convinced Clerc to return with him to America to help set up America's first school for the deaf.

Thomas Hopkins Gallaudet

1817 American Asylum for the Deaf

In 1817, Gallaudet founded the nation's first school for the deaf. It was called American Asylum and was located in Hartford, Connecticut. Clerc was the first sign language teacher in America. Though the students used Gallaudet's form of sign language, outside of the classroom, students combined it with their "homemade signs" as well as other sign systems such as the Native American sign language and signs from Martha's Vineyard. American Sign Language spread as students graduated and moved on to begin new schools for the deaf.



Laurent Clerc

Fun Facts About
American Sign Language

- About 250,000 - 500,000 ASL users live in the United States and Canada. Most of them use ASL as their primary language.

- A form of ASL has been used in the United States for over two hundred years.

- Sign language differs between countries and regions just as spoken language does.

- The ASL we know today is most likely drawn from both the local sign language (namely Martha's Vineyard, an island off of Massachusetts) and French Sign Language of the past.

- Formal sign language was brought to America when Thomas Hopkins Gallaudet traveled to France where he met a teacher of the deaf, a man named Laurent Clerc. Clerc was a top educator in French Sign Language. Gallaudet brought Clerc back to America with him to help teach a little girl named Alice Cogswell, whose deafness prompted Gallaudet to help her communicate.

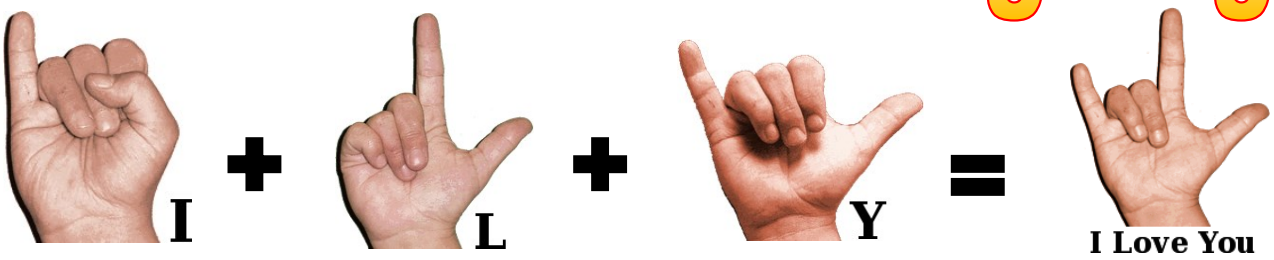
- ASL is recognized as a "world" language for credit in 35 states.

- American Sign Language does not follow spoken English word order. It has its own grammar rules that utilizes hand shape, hand position, hand movement, palm orientation and facial expression to get a concept across.

- Parents can teach simple ASL to their babies as an aid to early communication

- American Sign Language is also known in its abbreviated form of ASL or also as Amslan.

For the LOVE of signing



NOT: I Love You

ASL sign for “yellow” or Hawaiian “SHAKA” sign meaning “Aloha,” “Hang loose,” or “Right on.”

What you might see at a rock concert meaning “rock on” or at sporting event meaning “horns”

Modified I Love You

You can say "I Really Love You" by replacing the "L" with the letter "R."

Adapted from http://visual.ly/tell-your-valentine-i-love-you-american-sign-language-asl

From https://en.wikipedia.org/wiki/ILY_sign
The **I Love You** sign is from American Sign Language which, as a gesture, has moved into the mainstream. Seen primarily in the United States and other Americanized countries, the sign originated among deaf school children using American Sign Language to create a sign from a combination of the signs for the letters I, L and Y (**I L**ove **Y**ou).

History of the sign:

Deaf Heritage dates the origin of the “I Love You” to 1905. However, resident students of deaf schools from the early 20th century do not recall seeing the sign anywhere until the 1970s. The sign received significant media exposure with Richard Dawson's use of the ILY in his signoff from each episode of the *Family Feud*, which he hosted from 1976 to 1985.

Presidential candidate Jimmy Carter reportedly picked it up from a group of Deaf supporters in the Midwest and, in 1977, during his Inauguration Day parade, flashed the ILY to a group of Deaf people on the sidewalk.

Popular 80s professional wrestler Jimmy "Superfly" Snuka would frequently flash the ILY sign with both hands during his matches and interviews, including while standing on the top rope before delivering his finishing move "Superfly Splash".

This sign has been popularized by the comic book character Spider-Man, who uses the gesture to activate a button on his palm to fire his signature web attacks. The makers of Spider-Man intended this to be a humorous reference to the sign's actual meaning

Fascinating Facts About Ears and Hearing

Taken from http://www.visualistan.com/2015/01/fascinating-facts-about-ears-and-hearing.html

Our ears can do incredible things. As one of our main five senses, life could be much more difficult without them. Not only do they help us hear what is happening in the world around us, but they also make sure that we stay balanced, amongst a number of other things which you may not even realize. As an example, did you know that our ears contain liquid, which is why when you spin around for a long period of time you begin to feel dizzy? This is because the liquid can take a while to settle down, and inform your brain that you have in fact stop moving. Here are a selection of fascinating facts to show you just how impressive ears really are. Prepare to be amazed at what your ears are capable of!

Your ears and nose never stop growing.

Ears pick up sounds but your brain does all the hard work.

Your ears never stop hearing, but your brain ignores sounds when you sleep.

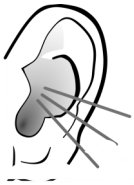
The smallest bones in the entire human body is situated in the middle ear, and measures just 2.5 mm long.

Not all living creatures have ears. The cobra in snake-charming acts are responding to the sight of the flute, not the sound.

Overheating can be a problem for big mammals. The elephant's ears evolved to stop them from getting too hot.

Dog's have more sensitive hearing than humans and can hear much higher frequencies, which is why they respond to "silent" dog whistles.

Ears are self-cleaning and should push earwax out themselves, meaning they do not require cleaning unless a problem occurs.



Parrots were kept on the Eiffel Tower in Paris during World War I due to remarkable hearing. They would warn of in-coming air raids.

DEAF PET AWARENESS

Your pets are part of your family. You love them unconditionally and they love you back unconditionally. It's no different with a deaf pet. They are no less capable of love, loyalty, and joy than other pets. Find out more about pet deafness and what you can do to support deaf pets.

Top 5 Dog Breeds Prone to Deafness

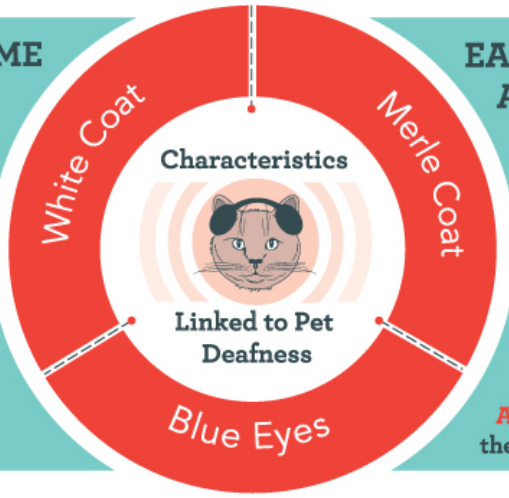
- Dalmatian
- Bull Terrier
- English Setter
- English Cocker Spaniel
- Australian Cattle Dog

Top 5 Cat Breeds Prone to Deafness

- European White
- Foreign White
- White Cornish Rex
- White Devon Rex
- White Manx

HOW PETS CAN BECOME DEAF (Other Than At Birth)

- Noise
- Trauma
- Chronic ear infections
- Injuries
- Old age
- Drug toxicity



EARLY WARNING SIGNS OF A DEAF PET

- Puppy plays extra **aggressively**
- **Bites too hard** and isn't deterred by other animal's/adult's cry
- **May not wake** unless physically touched
- **Unresponsive** to being called or other noises

Have your pet's BAER (Brainstem Auditory Evoked Response) tested at the vet to reveal extent of hearing loss

DEAF PET HAND SIGNALS

Why Deaf Pets Make Great Companions

- *Less likely to be distracted by noise*
- *More attentive to their owners*
- *Easy to train*

ADD A DEAF PET TO YOUR FAMILY

- Deaf Paws Haven (US)
- Birch Haven Rescue (CAN)
- Deaf Dogs Rock (US)
- Petfinder (US & CAN)
- Deaf Dane Rescue, Inc. (US)
- Australian Cattle Dog Rescue of Ottawa (CAN)
- East Coast ARPH (US & CAN)

Created by KILLER INFOGRAPHICS

Deaf Pet Awareness is held the same week as Deaf Awareness Week for humans. Third full week in September.

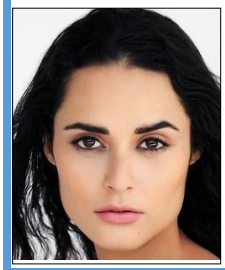
Have you seen or heard of these deaf individuals? Write the letter on the line in the appropriate box.

This young lady greets guests from world leaders to White House staff before meeting with the President of the United States.

_____

This man is the founder and director of Urban Jazz Dance Company. He is also the co-director of Iron Triangle Urban Ballet.

_____

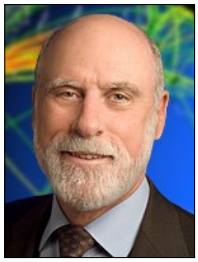


This actress appeared in the second season of Grimm. She is also a model.

_____

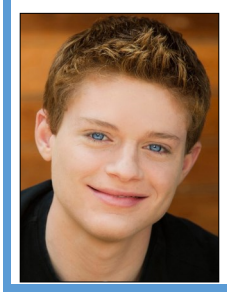
This woman was crowned Miss America in 1998.

_____



This man is known as one of the "fathers of the Internet." He is hard of hearing.

_____



This actor plays Emmett on the ABC Family's hit show "Switched At Birth."

_____

A. Heather Whitestone
B. Kurt Ramborger
C. Leah Katz-Hernandez
D. Sean Berdy
E. Ashley Fiolek
F. Vinton Cerf
G. Antoine Hunter
H. Nyle Dimarco
I. Stephanie Rogueras

ANSWERS: C, G, I, A, F, D H, E, B

This man is the first Deaf model to appear and win on America's Next Top Model: He just won the Dancing with the Stars: competition as well.

_____

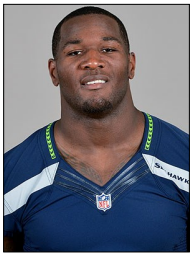
This athlete is the youngest motocross champion EVER.

_____

This man appeared on the Food Network's TV show, "Chopped." He is known as the Irish Chef.

_____

Have you seen or heard of these deaf athletes? Write the letter on the line in the appropriate box.



This individual plays for the Seattle Seahawks who won the 2014 Superbowl. In January 2014, he was featured in the widely-praised Duracell commercial ad: Trust your power.

_____

This former professional baseball player played for teams such as the Boston Red Sox and New York Yankees. He is currently the head baseball coach at Gallaudet University.

_____

This former deaf gymnast trained for the Olympic Games until she injured her shoulder. She competed in the 2000 U.S. Classic competition.

_____

She helped bring home the gold from the 2012 Deaf Women's World Cup and 2013 Deaflympics. She will be the team captain of the 2017 Deaflympics Women's Soccer Team.

_____

He is the first deaf American Basketball player to make it to the NBA. He is also a bestselling author and motivational speaker.

_____

This young woman will represent the U.S. on the Deaf Women's Volleyball in the 2017 Deaflympics in Samsun, Turkey.

_____

A. Lance Allred

B. Kelly Kyle

C. Derrick Coleman

D. Terence Parkin

E. Matt Hamill

F. Brittany Seale

G. Curtis Pride

H. Meghan Maiwald

I. Aimee Walking Pond

ANSWERS: C, G, I, H, A, B, D, F, E

This South African swimmer used a strobe light to mark the start of his race in the 200 meter breast-stroke and earned a silver medal at the Sydney 2000 Olympics.

_____

This woman plays for the University of Memphis softball team. She is known for her can-do attitude.

_____

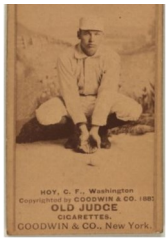
This man is an American mixed martial artist and wrestler who competed in the Light Heavyweight division of the UFC.

_____

Where did we get...

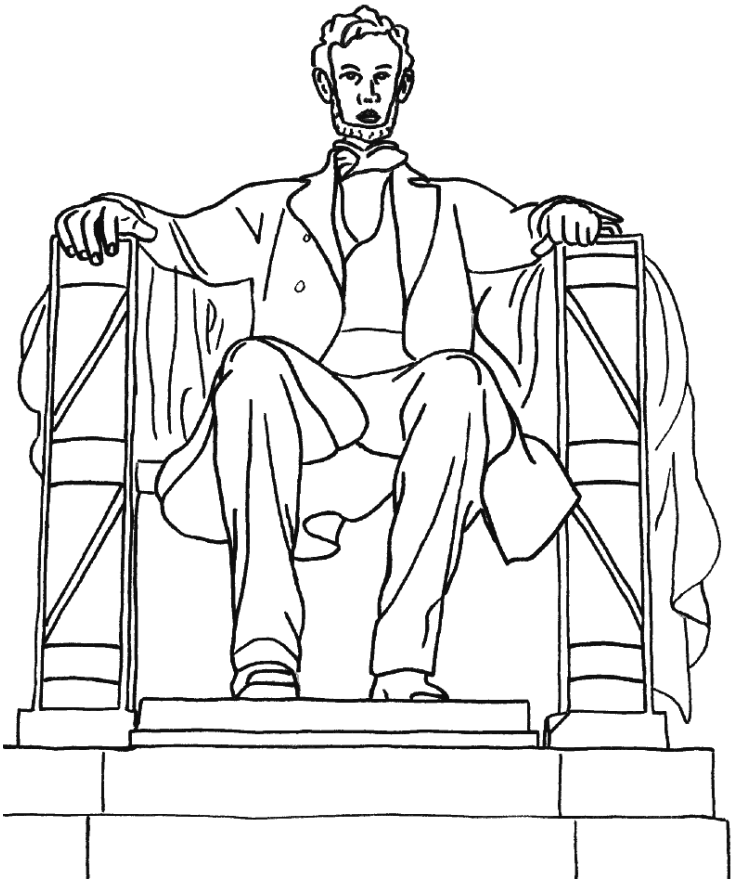
the huddle formation in football?
It originated by the football team at Gallaudet University, a liberal arts college for deaf people in Washington, D.C. to prevent other schools from reading their sign language.

hand signals for strikes and balls in baseball?
Invented by William Hoy, an outfielder who was deaf and played for the five different major league teams as an outfielder for fifteen years. Hoy hit a grand-slam home run in 1901 which was the first ever grand-slam in the American League.



the telephone?
It was invented by Alexander Graham Bell, who was originally an instructor for deaf children. He invented the telephone to help his wife and mother who were deaf, to hear.

shorthand?
It was invented by John Gregg who was deaf.



Lincoln Memorial

(Adapted from Deaf Culture Question of the Week by Bill Newell, Principal of Washington School for the Deaf): The Lincoln Memorial in Washington, DC is surrounded in a long standing controversy with regard to a connection to Deaf culture. Lincoln does have a connection in that he was president and signed the papers in 1864 to establish Gallaudet University, the world's only university in which all programs and services are specifically designed to accommodate deaf and hard of hearing students. The controversy, however, is around the issue of whether Lincoln's hands as shown in the Lincoln Memorial are forming the manual alphabet letters "A" and "L" for Abraham Lincoln. In another statue by the same sculptor, Daniel Chester French, created on the Gallaudet campus to memorialize Alice Cogswell and Thomas Hopkins Gallaudet he did form Alice's hand in a manual "A". Over the years many people believed that French worked the manual alphabet letters "A" and "L" into his famous stature of Abraham Lincoln in the Lincoln Memorial. It has never been proven however that it was his intention to do this.

Why Celebrate Deaf Awareness??

The purpose of Deaf Awareness Week is to increase public awareness of deaf issues, people, and culture. Activities and events throughout Deaf Awareness Week encourage individuals to come together as a community for both educational events and celebrations.

Messages during Deaf Awareness Week include:

- Celebrate the culture, heritage, and language unique to deaf people of the world.
- Promote the rights of Deaf people throughout the world, including education for Deaf people, access to information and services, the use of sign languages, and human rights for Deaf people in developing countries.[2]
- Recognize achievements of deaf people, including famous deaf individuals.
- Educate about the misconceptions of being deaf and the challenges the deaf population face during everyday life.
- Learn about types, degrees, and causes of hearing loss.
- Be exposed to sign language and other ways deaf and hard of hearing people communicate.
- Learn about the types of educational programs, support services, and resources that are available to the deaf and hard of hearing community, including children.
- Gain a better understanding of deaf culture.
- Understand that deaf and hard of hearing individuals are just as capable, able, and intelligent as hearing individuals. There is a difference in the way those that are deaf and hard of hearing communicate, but it is not a handicap or disability.

(Taken from Signing Savvy website: https://www.signingsavvy.com/deafawarenessweek)

Other websites for more information related to Deaf Awareness Week:

Arizona Commission for Deaf and Hard of Hearing
http://www.acdhh.org/deaf/deaf-awareness-month

Verywell.com is a health website:
https://www.verywell.com/deaf-awareness-week-1046519

Sorensons is a video relay service. Every year they have a Deaf Awareness presentation
http://www.sorensonvrs.com/aware2015 or http://www.sorensonvrs.com/dhm_march_2016

National Deaf Children Society is a British website offering information and materials for families and professionals working with children with a hearing loss. All the information is great, however, information about sign Language is on British Sign Language and not American Sign Language.
http://www.ndcs.org.uk/family_support/communication/deaf_awareness/index.html

How to access services from North Dakota School for the Deaf/ Resource Center on Deaf and Hard of Hearing

Families, school districts, area education agencies, other interested individuals and North Dakota School for the Deaf/Resource Center on Deaf and Hard of Hearing (NDSD/RCDHH) work together to provide appropriate services...

For on-site school-age programs:

1 Contact your local school district

2 Contact North Dakota School for the Deaf.
Superintendent: 701-665-4400
Toll Free: 1-800-887-2980

3 Tour North Dakota School for the Deaf's campus with your area education agency and local school district staff

4 Work with your school district to schedule an IEP meeting to determine placement that includes a NDSD/RCDHH representative.

A Division of the
ND Department of Public Instruction,
Kirsten Baesler, Superintendent

Parent-Infant Programs & Outreach Regional Offices

Program Coordinator
1401 College Drive North
Devils Lake, ND 58103
(701) 665-4400
Toll Free: 1-800-887-2980

Northwest
Memorial Hall
500 University Avenue West
Minot, ND 58701
(701) 858-3357

Southwest
418 East Broadway, Suite 228
Bismarck, ND 58501
(701) 328-3987

Northeast
1401 College Drive North
Devils Lake, ND 58301
(701) 665-4420

Southeast
1321 23rd Street South,
Suite A
Fargo, ND 58103
(701) 239-7374

To access Outreach Services:

1 Contact the designated person listed below for each service area:

Parent-Infant Program:
(For birth to age five)
Carol Lybeck…...701-665-4400
Carol.Lybeck@k12.nd.us

School Age Services:
(Assessments & Consultations)
Carol Lybeck…701-665-4400
Carol.Lybeck@k12.nd.us

Adult Services:
Pam Smith……..701-665-4401
Pam.Smith@k12.nd.us

Interpreting/Communication
Lilia Bakken…….701-665-4423
Lilia.Bakken@k12.nd.us

Dual Sensory/Deafblind
Sherri Nelson…..701-237-7376
shnelson@nd.gov

Summer Camps
Linda Ehlers…....701-237-7374
Linda.Ehlers@k12.nd.us