

Tidbits

NDSB Resource Center

March 15, 2021 Volume 3-Issue 8



M a r c h

Connie's Celebrations

March is a transition month, moving from winter to spring as we enjoy longer days of sunlight. This will be the end of third quarter; it seems like the time is flying by. Staff are busy providing services in person and virtually, depending on the requests of clients.

This week, I had the privilege of spending time in the model school classrooms. It is always a joy to observe the students engaged in lessons, watching the teacher's face, and doing his/her best to meet their teacher's expectations. It is easy for me to realize the students' growth when I don't see them on a daily basis. With the older students, I detected a level of maturity that I had not seen on my last visit. I was also glad to see they are still enjoying their time together with little signed messages and whispers. I observed students reading and editing a language assignment independently with minimal assistance from the teacher. They believed they could do the work and were confident enough to give it their best attempt. The look of pride on the students' faces for their accomplishments is truly a precious sight. Expectations increase at each grade level and the students are meeting these expectations with a greater understanding of their hearing losses and how to advocate for their needs.

All the staff at NDSB were invited into the library to read a book to celebrate *Read Across America Day*. This demonstrated to the students how important reading is for everyone. This was also a chance for staff to de-stress, relax and read for enjoyment. The library is always an inviting area at NDSB. This week, it was exceptionally inviting, thanks to the extra planning and preparations made by Susan, our extraordinary librarian.



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- Read Across America
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- PIP Outreach
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- Deaf History Month

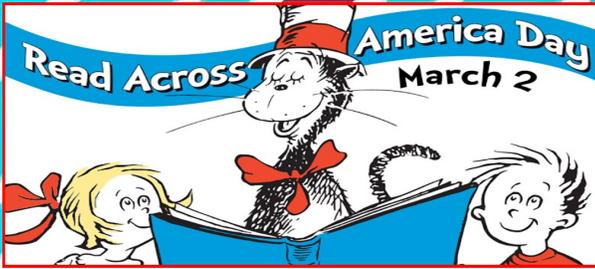


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PUBLIC INSTRUCTION

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We are on the web:
www.ndsd.nd.gov/
Email: ndsd.school@k12.nd.us

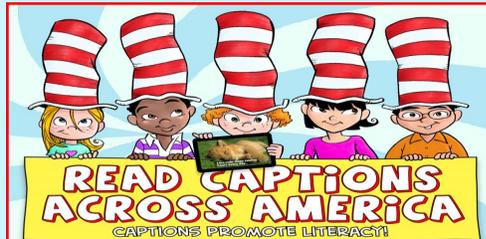
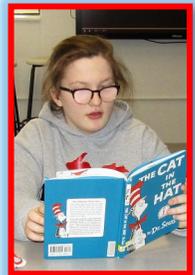


Read Across America Day was initiated by the National Education Association (NEA) and has been a yearly observance in the USA for 24 years. This special day promotes reading, especially for children and young adults. The focus is on motivating children to read as it improves their performance in school.



The **Described and Captioned Media Program (DCMP)** also celebrates this day to promote use of captions to further literacy.

NDS D students and staff were invited to spend time in the school library, read a story and enjoy special Seuss Snacks.

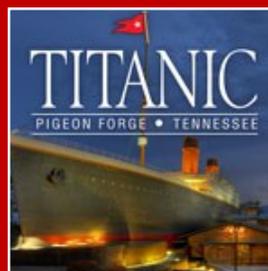


Virtual Titanic Museum Attraction Literacy Program

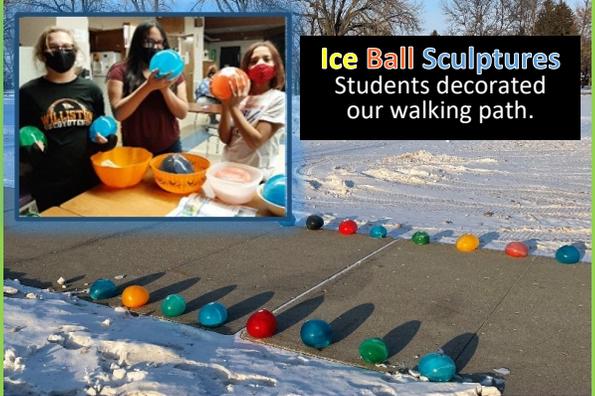
In conjunction with Read Across America, the Titanic Museum in Pigeon Forge, TN., offered virtual productions on the history of the Titanic. Ms. Parker's students had already done reading and research



about the events of April 14, 1912, so took great interest in these productions. Afterwards, they constructed detailed 3-D models of the famous ship and wrote reports about that fateful day.



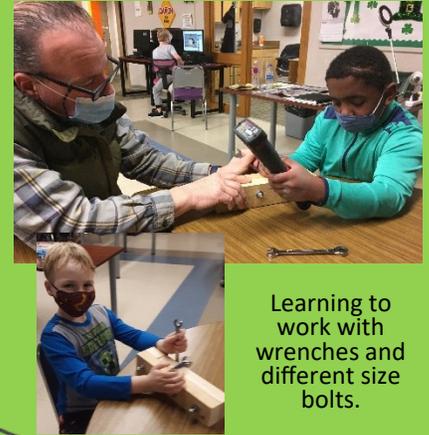
Dorm Life-Making the best of the **COLD** weather



Ice Ball Sculptures
Students decorated our walking path.



Making Snow



Learning to work with wrenches and different size bolts.



Is that Serena Williams going for that ball? Oh, it's just Patty showing the kids her best form for balloon ping pong-volleyball.



CELBRATE DR. SEUSS DAY
You can read here, or you can read there; you can read anywhere!



Fun in the gym.



Decorating for St. Patrick's Day. School is flying by.

Tech Tips



How Often Should You Restart Your Cell Phone?



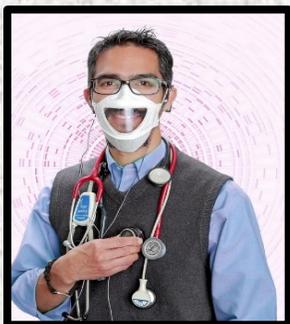
Since we cannot live without our cell phones, it is important to take good care of them. A simple restart can help keep your phone running smoothly.

Restarting your phone should be done regularly, at least once a week. This closes programs that may be inadvertently running in the background, clears up glitches that can lead to issues, and empties the memory in your phone's RAM.



All of the above can help prevent your cell phone from crashing unexpectedly and prolong the battery life.

Clearer Communication Starts with Transparent Masks



Samuel Atcherson, Ph.D., recently studied the differences between communication with conventional paper masks and transparent masks and found that although wearing a mask in general does affect speech quality slightly, it's not enough to really affect speech understanding. For moderate and severe-to-profound hearing loss, access to the lips, mouth, and face with the transparent mask improved speech understanding compared with the conventional mask.

The greatest improvement, on average, was seen among patients who have severe-to-profound hearing loss, as the clarity of the sounds typically diminishes with the severity of hearing loss.

Transparent masks not only benefit people with a hearing loss, they also improve communication among people from different parts of the world who speak differently, speak softly or in a pitch that is harder to understand. Hearing loss or not, visual access to all parts of the face is likely to help improve recognition of how the person wearing the mask is feeling.

In summary, Dr. Atcherson stated that, "in healthcare settings where communication is crucial, I believe that a transparent mask removes a critically important communication barrier. For all patients, regardless of age, seeing anyone with a smile can put them more at ease in an already scary and stressful environment." (Hearing Health, Winter 2020)

Resources:

Atcherson, Samuel, Ph.D. *I can Hear and See You When You Wear a Surgical Mask* **Hearing Health Magazine**, Winter 2020.

Samuel R. Atcherson, Ph.D., is a professor in the Department of Audiology and Speech Pathology and the Department of Otolaryngology-Head & Neck Surgery at the University of Arkansas for Medical Sciences.



Contact Adult Hearing Outreach Services

(701)665-4401 or 1(800)887-2980

Pam Smith, Kathy Frelich, Kristen Vetter & Dawn Sauvageau



Parent-Infant Program/ School Age Outreach Specialists



Texting is a preferred method of communicating for many, especially older elementary, middle and high school students. Emoji's are picture symbols, that depict an idea or object rather than using words. Some emoji's are not what we would expect or think they may be. They often have a second secret meaning. They can be literal or can be code for activities such as drugs, sex and other behaviors. They allow a person to send coded messages.

Parents will want to know the codes so they're not surprised and can discuss the meanings with their children. Misuse of the emoji can cause major misunderstandings, difficulties, and possibilities of being drawn into unwanted activities without realizing it.

Often that meaning is learned incidentally by overhearing others talk about the meaning or direct communication between friends. Often, children with hearing loss miss out on those discussions leaving them to guess the meaning. Please help your children be aware and cautious when using emoji's. A good resource is urbandictionary.com.

The following are examples of everyday, common emoji's. Select the correct meanings.

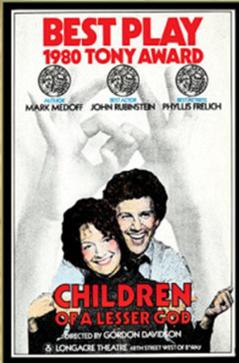
<p>A. To show interest in someone, then not show up</p> <p>B. To be silly</p> <p>C. Goofy Halloween emoji</p> <p>D. Snapchat icon</p>  <p style="text-align: right;">1</p>	<p>A. Tinkerbell</p> <p>B. Tooth Fairy</p> <p>C. Magical/Amazing</p> <p>D. Mean-spirited tone</p>  <p style="text-align: right;">2</p>	<p>A. Indicates someone is ugly</p> <p>B. The Frog Prince</p> <p>C. Kermit the Frog</p> <p>D. Indicates how cute someone/something is.</p>  <p style="text-align: right;">3</p>
<p>A. Keep it real</p> <p>B. Dollars</p> <p>C. Stamp of approval; agree</p> <p>D. Item quantity</p>  <p style="text-align: right;">4</p>	<p>A. Hurt</p> <p>B. Shy</p> <p>C. Sad</p> <p>D. Emotional</p>  <p style="text-align: right;">5</p>	<p>A. Poison</p> <p>B. Threat</p> <p>C. Skeleton</p> <p>D. Figurative death, or to laugh hard</p>  <p style="text-align: right;">6</p>
<p>A. To snitch</p> <p>B. "It is what it is."</p> <p>C. Someone with big eyes</p> <p>D. Big Brother</p>  <p style="text-align: right;">7</p>	<p>A. "It"</p> <p>B. Happy Clown</p> <p>C. Foolish/Creepy</p> <p>D. Comedy/Humor</p>  <p style="text-align: right;">8</p>	<p>A. No good/No way</p> <p>B. To protect or guard</p> <p>C. Ninja</p> <p>D. Quarantine</p>  <p style="text-align: right;">9</p>

ANSWER KEY: 1. A, 2. D, 3. A, 4. C, 5. B, 6. D, 7. B, 8. C, 9. A

For more information, contact Carol Lybeck at (701) 665-4400 or Carol.Lybeck@k12.nd.us

Banner Flashback, 1980

Submitted by Lilia Bakken, Communications



Phyllis Annetta Frelich was born in Devils Lake on *Leap Day*, February 29, 1944. At age 5, her parents enrolled Phyllis in the *North Dakota School for the Deaf*, the same school that her deaf parents had attended. Phyllis graduated in 1962. That fall, Phyllis enrolled in *Gallaudet College*. She majored in *Library Science* and became actively involved in acting and the theater. In 1967, during her senior year, the *National Theater of the Deaf (NTD)* was founded. Phyllis was a charter (founding) member. This theater provided opportunities for young deaf actors to perform on stage. During that time, Phyllis met Robert Steinberg, the stage designer. Robert was a hearing man. He liked Phyllis and learned sign language so that he could communicate with her better. The two fell in love and were married on May 17, 1968.

While acting with the *National Theater for the Deaf*, a playwright named Mark Medoff watched Phyllis perform. He was impressed by her skilled acting abilities. Medoff was aware that it was difficult for deaf actors to obtain acting roles so, with Phyllis in mind, Medoff wrote a play called *Children of a Lesser God*. The main character was deaf. Phyllis auditioned and won the lead role as Sarah. The play portrayed the communication struggles encountered by Sarah during her interactions with hearing people. The *Broadway* play and performances by Phyllis and co-star, John Rubenstein, received rave reviews. In 1980, Phyllis won a *Tony Award for Best Actress on Broadway*. She was the first deaf person to ever win the *Tony Award*. When asked about this tribute, Phyllis expressed her joy and excitement. She signed, "I was so happy, I felt like Cinderella."

Phyllis was known as a deaf activist. In Hollywood, she encouraged producers and directors to hire deaf people to act in deaf character roles rather than hiring hearing people to act the parts. Phyllis was considered a trail blazer. She 'paved the road' for other deaf actors to get roles in Hollywood. On April 27, 1981, ND Governor Allen Olson presented Phyllis with the *Theodore Roosevelt Rough Rider Award*. This award is bestowed upon North Dakotans who have achieved fame and success. Her portrait is displayed in the *ND Rough Rider Hall of Fame* at the state capitol in Bismarck.



On April 10, 2014, Phyllis died of progressive supra-nuclear palsy (PSP), a rare, incurable neurological disease. She was 70 years old. Her legacy continues to live on at the *North Dakota School for the Deaf*.

National Deaf History Month

Submitted by Lilia Bakken, Communications

The *National Association of the Deaf (NAD)* first introduced *National Deaf History Month* in 1997 to recognize deaf champions and increase awareness of the deaf community's rich history. It is celebrated annually, from March 13 through April 15, in memory of three key events in the history of deaf education:

- April 15, 1817, America's first School for the Deaf was opened.
- April 8, 1864, Gallaudet University was established as the world's first institution dedicated to advanced education for the deaf and hard of hearing students.
- March 13, 1988, Gallaudet University hired its first deaf president in response to its students' **Deaf President Now** movement.

Help spread awareness of the deaf community by supporting deaf-owned businesses, donating to deaf-based charities, and volunteering with deaf-related organizations.

