



Federal Way Public Schools

Program for the Deaf & Hard of Hearing

DHH News

Fall Quarter 2014, Volume 4 ~ Issue 1



How I Got Here

Christina Epley, Teacher of the Deaf
Illahee Middle School

I'll never forget the disappointed look I saw on the student's face when I told her that I wasn't subbing for her teacher that day. "But I understand you!" she signed to me. At that moment I realized that her predicament was not uncommon among deaf and hard of hearing students. It was that day in Southern California in 2008 that I decided to become a teacher of deaf and hard of hearing students.

You see, that student did attend class daily with a trained and certified teacher of deaf and hard of hearing students. However, she had difficulty grasping the meaning of the signs the teacher was using and as a result, struggled with understanding the concepts in class. But when I, as a native signer and Deaf person, subbed for her and used sign language clearly and fluently, she understood me better than she did her own teacher. Her crestfallen face showed me that day that she was disappointed that I wasn't her sub that particular day—because I helped her understand.

When that fateful day at the high school occurred, I was in the middle of pursuing my master's degree in intercultural studies. Even though I had chosen to shift my career path towards deaf education—because of that student—I decided to complete my degree. After I graduated, I served for a year as a volunteer researcher doing sociolinguistics work in the Deaf communities in

Latin America and the Caribbean. But even though the travel and work was rewarding, I still did not feel that it was for me. I kept going back to deaf education and my experience in California. When I moved to Washington state in 2010, I started teaching American Sign Language to hearing students at a high school. It was a challenging but unique experience as I learned about classroom management, collaborating with other staff, and working with diverse students. Still, it wasn't for me. I am Deaf. I love interacting with other Deaf people and being with deaf and hard of hearing students is no different. So I enrolled in my master's program in special education with a focus on deaf education in 2011.

My studies with the University of Northern Colorado took me three years, as I was also working during some of this time. After my stint teaching American Sign Language, I had the incredible opportunity to work alongside a co-teacher with a dynamic group of preschoolers who were deaf, hard of hearing, and hearing children of Deaf adults. My enjoyment doing this work served to confirm that I was indeed on the right path pursuing a degree in deaf education. I also took some time during my studies to go to Japan several times, where I was born and raised. There, I became involved with the Japanese Deaf community and became acquainted with the state of deaf education there. As Japanese culture is very different from American culture, so is Japanese Deaf culture different from American Deaf culture. *(Continued on page 5)*



DHH Program Staff

Newsletter Content Editors & DHH Program Co-Managers: Linda Brown & Marci Redmond

Support Staff: Ginny Davis, Educational Audiologist; Eva Wulff, SLP; Heidi Christenson, SLP; Jenny Guth, SLP

Teaching Staff: Linda Brown, Christina Epley, Brandie Fisher & Peter Quint

Interpreters: Hannah Barrie, Cassie Bland, Barb Braden, Christina Harpin, Stasia Henson, Yvette Kellar, Agnes Llamas, Rochelle Matlock, and Marci Redmond

Para-Educators: Katy Doyle, Moira Jones, Donna Lambert, Cara Lee, Brenda Marsh & Pratibha Quint

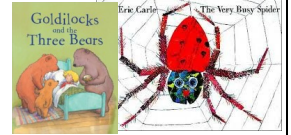
—School News—



Lakeland Elementary School Mrs. Brown's Class

Ms. Brown's class has had a busy fall as we explored the forest and

the many interesting animals that live there. From bears to bats, Goldilocks to The Very Busy Spider, it's been all about the animals!



Illahee Middle School

Ms. Epley's Class

The school year is off to a big start at Illahee Middle School! Not only is there a new teacher for our Deaf and Hard of Hearing (DHH) students, Ms. Christina Epley, we are delighted to welcome sixth grade student Maxim and para-educator Pratibha Quint, both of who were at Lakeland Elementary School last year. Christina Harpin also comes here to interpret several classes during the mornings. There are five courses offered for our DHH students. Second period, we are busy doing activities and practicing with sight words. Fourth period, we are working on our map skills to gain an understanding of the world before we dive into prehistory and ancient civilizations. Fifth period, during English Language Arts, we are writing descriptions of objects and learning vocabulary words from stories we are reading together. Sixth period, we are

journeying into the exciting world of math by working on math facts and multiplying and dividing decimals, depending on which group we are part of. Lastly, seventh period is full of hard work as we focus on homework and activities such as learning about Deaf culture and The Brave Way (Illahee's code of conduct). Things are in full swing here!

Each student is a delightful addition to the classroom! Maxim's creativity and Vanessa's sweetness add enthusiasm to all our classes in the morning and afternoon. In the afternoons, when all seven DHH students are with Ms. Epley, José's sense of humor, Marisol's attentiveness, and Juan's positive attitude are positive additions to our classes. Osvaldo's quickness at answering math questions and Lily's hard-working spirit are fantastic contributions to our work together. Yes, this year will be a good one! ☺

Deaf Inventors: James Marsters

By Marci Redmond, Sign Language Interpreter

James Marsters graduated from college and went to dental school. He was Deaf and used anything he could to succeed and become an orthodontist. In 1964, he and Mr. Weitbrecht were working on old Teletype machines, which were big and took up a lot of space, with the hopes of figuring how to make a typed message on it to be accessible for the Deaf using phone lines. Mr. Weitbrecht used an acoustic coupler (now a modern day modem) to connect two Teletype machines. Through lots of hard work, the tone from one machine was sent to the other and become electrical signals that resulted in a message being able to be printed out on receipt-type paper on the original sending machine. Mr. Andrew Saks [grandson of the founder of Saks Fifth Avenue] joined their team and helped provide the financing.

News services and companies were throwing away old Teletype (TTY) machines and the three men went around collecting them. They invented their own corporation "Applied Communications Corporation. They would repair the TTY's and donate them. Dr. Marsters felt inclined to travel the country informing the Deaf community about this new technology and lobbying the government for support.

In 1964, Dr. Masters called Mr. Weitbrecht on their TTY's and it was the first TTY called made over telephone lines. There were a few kinks to work out but the mes-

sage came out clear, "Are you printing me now?" and "Let's quit for now and gloat over the success."

In 1966, there were only 18 TTY's that were being used. By 2006, the Blue Book (a national phonebook of TTY users), had more than 30,000 phone numbers listed. The Internet has reduced the amount of people using TTY's but it started the momentum of Deaf consumers having access to equality with regards to telecommunications.

These three men were monumental in reshaping government policy with deafness and access. Relay services, thanks to the American With Disabilities Act (ADA), are free to anyone who wants them.

Jumping a head to today, 1992 introduced the first text messaging capabilities. No longer is there a need for big clunky machines. Although some people still use TTY's.

Dr. Marsters lost his hearing as a baby due to scarlet fever and measles. After graduating from high school, he worked in a New York necktie factory. His applications to dental colleges were rejected. Finally, New York University College accepted him with the understanding there would be no special accommodations. After earning his dental degree, he moved to California and earned his Master's Degree in Orthodontics. ☺



DHH Student Athletes



Illahee Middle School:
Marisol—Cross Country

Marisol, a hard of hearing 8th grader at Illahee Middle School, has joined the cross country team at school. She has practice every day after school Monday through Friday. At her daily practice, she runs 1 to 2 miles! Her favorite part of cross country is the running!

Here is a picture of her signing "C" and "C" to show Cross Country!



Todd Beamer High School:
Daniel—Varsity Football

Daniel, is a Junior this year. This is his third year on the Todd Beamer football team. He has practice everyday after school. Games are mostly on Fridays. His favorite part of football is being a part of the team and sometimes getting to play on the Varsity team.



Todd Beamer High School:
AJ—JV Football

AJ, is a Senior this year. This is his fourth year on the Todd Beamer football team. He has practice every day after school. Games are on Mondays and are looked forward to. He gets to travel with the varsity team to their games and sometimes gets to play. His favorite part of football is helping the team to win games!

Welcome New Staff!



Ms. Christina Epley: "I am the new teacher of deaf and hard of hearing (DHH) students at Illahee Middle School. I graduated from the University of Northern Colorado with my MA in Special Education with a focus on deaf education in December 2013. I have taught American Sign Language at the high school level and have taught at a pre-school in Seattle, but this is my first time teaching middle school. I am excited to work with my seven wonderful students at Illahee and am already enjoying them!

I am Deaf myself and use sign language to communicate.

Another fun fact about me is that I was born and raised in Japan.

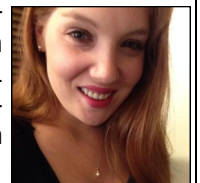
In my free time, I enjoy travelling to different countries, meeting Deaf people internationally, and reading books. A

book I recently read that was fascinating is *The Calligrapher's Daughter* by Eugenia Kim. Hope to see you around!"

Ms. Hannah Barrie: I recently graduated from Western Oregon University with a BA in ASL Studies and minor in ASL Linguistics. I am working as a sign language interpreter at Todd Beamer High School. I love my new job!

I love to travel! In fact, I just returned from a trip to Japan. After I earn my MA degree, I plan on teaching English in other countries.

In my free time I like to go sailing, scuba diving, coach swim teams, and go bowling. ☺



Audiology Information

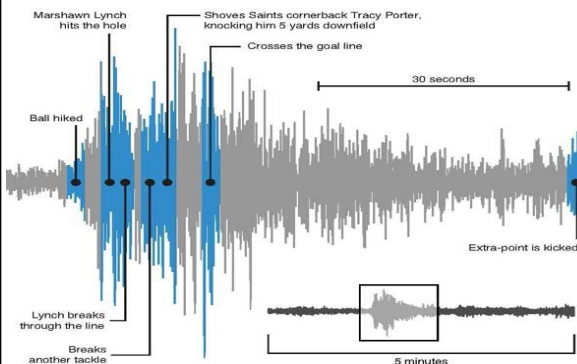
by Ginny Davis, FWPS Audiologist

The 12th Man: How Loud is Too Loud? Seattle Children's Hospital, "The Sound Connection"

"Do you know that sound is a spirit? The sound of something happening is a spirit. It's too abstract for most of our minds to accept. The sound of two trees rubbing together is a spirit. It's too abstract for us to really accept as a source of spirit. The sounds of a hurricane, these things are part of the abstractness of the culture."

-Vi Hilbert, Upper Skagit Elder and Lushootseed Storyteller

Something has happened in Seattle. Fans are rallying around a team that surpassed our wildest expectations. The pride in the Seattle Seahawks victory has as much to do with player talent as it does with fan presence. In Seattle, it's about the 12th Man bringing hometown spirit to a whole other level, literally. Fans here are so intense that the ground shakes on big plays, leading to a phenomenon known as the "Beast Quake." The seismic recordings below prove our thunderous cheering capabilities. That's a lot of sound pressure for one stadium.



The 12th Man is notorious for making so much noise that the opposing team has a hard time communicating. On December 2, 2013, the Seattle Seahawks played the New Orleans Saints at CenturyLink Field. The roar of the 12th Man measured at a level of 137.6 dBA, a Guinness World Record!

But, it's all fun and games right? Check out the chart to the right, a source of pride for most fans. On a more serious note, the side effects of noise exposure can be downright devastating if you don't protect yourself. These are dan-



gerous levels of noise, risking temporary or permanent hearing loss or tinnitus (ringing ears) that lasts long after the game is over. This is why fans are encouraged to wear earplugs during the game.

Although we have taken great pride in the role of the 12th man, it brings attention to noise-induced hearing loss. In everyday life, we expose ourselves to sound in many ways. Whether it's attending sporting events or concerts or via our personal music and gaming devices, which make it easier than ever to stay plugged in for hours on end. It is important to make sure that sound stays at safe levels.

Exposure to sounds above 90dB can cause hearing loss. In a health survey done in 2005-2006, researchers found that about 16% of US adolescents had hearing loss. This was an increase from 12% in 1994. The increase in hearing loss may be partly due to the popularity of listening to loud music through headphones used by adolescents. These headphones include traditional headphones as well as "earbuds."

By encouraging our kids to protect their ears, we educate them on healthy hearing habits that can last a lifetime. If **you** are in a noisy situation, you can: Walk Away

Turn it Down
Protect Your Ears

It sounds simple enough and hearing protection is fairly inexpensive. You can find earmuffs and headphones for very loud situations online and you can even purchase sound limiting earbuds for those teenagers who must be plugged in all day. If your budget is tight, even those little foam earplugs will work to dampen the noise but not your spirit. Ask your audiologist for recommendations!

It will take persistence and practice to change behavior, but it's necessary because, if this year is predictive of future seasons, Seattle will only get L-O-U-D-E-R! Go Hawks!



Check out these resources:
<http://www.dangerousdecibels.org/about-us/the-solutions/>
<http://www.turnittotheleft.com/>
<http://www.asha.org/buds/>

References:

Preventing Hearing Loss Among Children and Adolescents.

Megan A. Moreno, MD, MSEd, MPH; Fred Furtner, Illustrator; Frederick P. Rivara, MD, MPH, Editor. *Arch Pediatr Adolesc Med.* 2011;165(12):1141. doi:10.1001/archpedi.165.12.1141. www.seattleseahawks.com – graphs and figures

<http://www.npr.org/blogs/health/2014/02/01/268370350/extremely-loud-and-incredibly-close-fans-risk-hearing-loss>
<http://www.parentmap.com/article/bring-the-noise-hearing-loss-in-kids>

Nicole Holmer
Pediatric Audiologist

How I Got Here, (Continued from page 1)

For my student teaching in the fall of 2013, I went to The Learning Center for the Deaf, a Deaf school in the Boston area. At the same time I was enjoying the vibrant fall colors that New England has to offer, I honed my teaching craft working with an energetic group of third graders. I truly learned as I taught—how to teach a variety of subjects including social studies, math and Deaf studies, how to adapt instruction to meet various student needs, how to work with para-educators, and much more. This experience left me well aware of the demands but joys that being a teacher of deaf and hard of hearing students offers.

After I finally graduated with my teaching degree in deaf education in December 2013, I decided to go back to Japan. While I spent time with family and friends, I applied online for a number of teaching jobs. I had been aware that Federal Way School District might be hiring, but it was not until later that they were able to open the position

online. While I was waiting, I regularly contacted someone I knew who was working in the district to get updates. I couldn't wait until the job opened up! I knew several people working in the deaf and hard of hearing program and could tell that the teamwork in the district was strong. So I was eager to get aboard! So when I got an interview and the subsequent job offer, I said, "Yes!" Now, I'm the new teacher at Illahee Middle School.

My journey as an educator has been long but rich—full of difficult but rewarding learning experiences. Now that my journey has led me here to Illahee Middle School and in Federal Way's Deaf and Hard of Hearing program, I'm eager to see what this next chapter of my life may have in store for me. I only hope that through my teaching and explaining of concepts in sign language that is accessible to my new deaf and hard of hearing students, they will not have to face the predicament that the student in Southern California did of not understanding the language in which she was being taught.

Proud to be an Illahee Brave!

—Awesome Student Work—

9/9 100%

Name: Maxim Date: 10/29/14 Story Name: Buzz said the Bee

Write about the various scenes that happen in the story in order.

1. Bee sat =Duck=	2. =Duck= said =Quack=	3. =Duck= sat bee
4. bee said =cluck=	5. bee sat pig	6. pig said =oink=
7. pig sat cow	8. cow said Mooooooo	9. Bee said =Buzz=



DEAF CHAT NIGHT

(DEAF COFFEE HOUSE)

NOVEMBER 21, 2014 ~ 6 PM – 9PM

**ADDRESS: 34800 21ST AVENUE SW,
FEDERAL WAY, WA 98023**

**POTLUCK—BRING FOOD TO SHARE WITH EVERYONE.
WE WILL PROVIDE THE TURKEY, GRAVY,
MASHED POTATOES, AND VEGGIES. YUMMY! (:**

WE HAVE SO MUCH TO BE THANKFUL FOR.

**HELLO EVERYONE. IT IS AN EVENT WHERE YOU CAN BRING PEOPLE TO
THAT ARE INTERESTED IN SIGN LANGUAGE. IT DOESN'T MATTER IF YOU
ARE A BEGINNER AT SIGNING. JUST COME, AND YOU WILL LEARN SO
MUCH MORE. WE ALL WILL ENJOY EVERYONE'S COMPANY,
WE WILL SIT AND ENJOY THE FOOD WE WILL ALL PROVIDE,
AND OF COURSE TALK WITH NEW PEOPLE.
WE SHALL PLAY GAMES TOO, MANY DIFFERENT GAMES.
IT IS REALLY FUN.**

PLEASE COME. YOU WILL ENJOY IT, I PROMISE YOU!

**ROCHELLE MATLOCK & BAYLEE SCHULZ
34800 21ST AVE SW. FEDERAL WAY, WA 98023
253.838.6321 EXT 254 SEEMESIGN@COMCAST.NET**

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