

Central New York Deaf/HH Teens

Second Edition, Fall 2016



"Early access to language enlightens our understanding." - C. Hall

Dear Readers,

We are proud to present the 2nd edition of Central NY Deaf/HH Teens. The creation of this publication followed a similar process as the previous magazine: recruiting interested students and having those participants complete an extensive questionnaire, drafting and editing their personal stories, face-to-face interviews, editing the photos, and crafting the pages and collaborating to produce this diverse educational resource.

Our purpose for publishing our own magazine is to highlight the talented Deaf/HH teens from Central New York, as well as to expand people's knowledge, regarding deafness. This magazine's primary focus is to support Deaf/HH students, their families, and educators. We are hopeful each reader will have at least one valuable "take-away" after reading our magazine. We would love to hear what your "take-away" is. Please send your feedback to: tseymour@citiboces.org

Best Wishes,

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In This Issue

Francesca Zigarelli.....	Pg 5
Pee Eh Det.....	Pg 10
Jason Reid.....	Pg 14
Brook Jones.....	Pg 16
Jayvaun Reese.....	Pg 19
Nick Ferri.....	Pg 22
Tonaya Gorton.....	Pg 24
Heidi Brown.....	Pg 28
Eh Wah.....	Pg 33
Heather Moffett.....	Pg 36

Find a digital copy of the
Central New York Deaf/HH Teens Magazine online at
www.CiTiboces.org/ExceptionalEducation



Francesca Zegarelli



EDUCATION:

Francesca lives with her hearing family, in Hopewell Junction, which is a little over an hour from NYC. Francesca, a senior, attends the New York State School for the Deaf (NYSSD) in Rome, NY. She stays in the dormitory during the week, from Monday night - Friday. Then, she goes home Friday evening until Monday morning, when her week starts all over. "I have been a student at NYSSD for 4 and a half years. I started at NYSSD when I was in 8th grade. The first school I went to was the [Clarke School for Hearing and Speech](#), in New York City. I was in an oral program at the Clarke School."

Clarke provides children who are deaf or hard of hearing with the listening, learning and spoken language skills they need to succeed.

"I transferred to public school when I was about 7 years old. My hearing twin brother went to the same school. I stayed in a public school until 8th grade. I had about 15-20 students in each of my mainstream classes, all hearing. When I was in 7th grade, I really started struggling academically. My parents were looking for a school that would meet my needs. Growing up in the public school, I felt alone. I felt depressed in school. I wasn't really comfortable with hearing people and I didn't feel like I fit in anywhere. When I transferred to NYSSD I was much happier because I felt more comfortable to be around people like me. I could communicate easier, especially at times like lunch. I can also be more involved here. It was hard for my parents to send me away, but they knew NYSSD was a good fit for me. "

Her favorite subject is science because she loves learning about body systems. Also, science can help her in her nursing program at Madison – Oneida BOCES (MOBOCES). She would like to be an oncology nurse, who cares for and treats people with cancer. The nursing program at BOCES was a two-year program. She spent time working in the hospital. She is working toward her CNA. Her

first attempt was a disaster because her interpreter did not show up and her computer crashed. She will be trying again soon. Her electives were Latin, Music, MAC (Apple computer), ASL, and Chemistry, but most of her time was taken up by Pre-Nursing at MOBOCES. “My teacher begged me to join Latin, because it would help with my grammar. Another benefit from learning Latin is that medical terms I need to learn, also use Latin roots.”

“What I wish I could change, regarding my education, was that I used sign language, before I went to the NYSSD. I used to have an interpreter, and I used to understand, but I never used sign language myself. Also, I wish I could have gone to a deaf school my whole life, rather than go to a public school, because there I struggled with academics and socializing.”

I wear a cochlear implant all the time in school, at home, everywhere. My **cochlear implant** is called Nucleus Freedom by Cochlear America. At school, each classroom has a sound field system.

AWARDS, ACHIEVEMENTS & EXTRACURRICULAR ACTIVITIES:

- Academic Achievement – Reading – 2013 – Science – 2013/2014/2015, Math – 2013/2014 – History – 2013/2014 – Music – 2014 – Latin-2014
- NYS Office of the Attorney General Triple “C” Award – 2015
- Rome Character Initiative Award - 2016
- Merit Roll/Honor Roll – 14/14 Quarters
- Excellent Attendance – 2014
- Perfect Attendance – 2015
- Model Student Award –

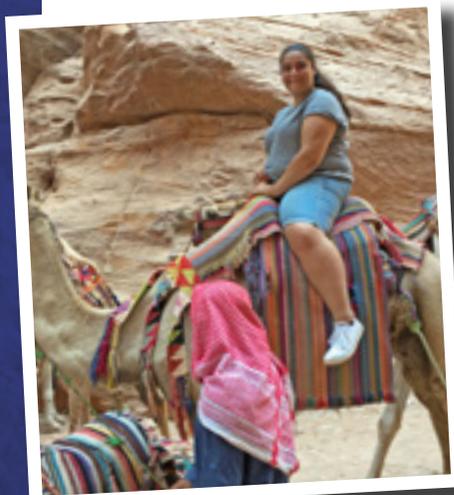
2013/2014/2015

- Basketball - 2014 – Rebounding Award, Scholar Athlete, ESDAA All-Star, Honorable Mention, NCAC Second Team All Star. 2015- MVP, NCAC Second Team All Star. 2016 – ESDAA Tournament MVP. Could you tell us what these acronyms stand for? NCAC, ESDAA
- Softball– 2013 – All-Star
- Oneida-Madison-Herkimer School Boards Institute-Student Achievement Award – 2015
- BOCES Pre-Nursing Student of the Second Quarter – 2014-2015
- BOCES Certificate of Outstanding Growth – 2015
- BOCES Certificate of Academic Achievement – 2015
- BOCES Certificate of Perfect Attendance – 2015

“I have participated in basketball, soccer, softball, and track. Sometimes our competition is against hearing teams (NCAC) and other times with deaf teams (ESDAA). One of the events for the ESDAA is a tournament, where we play against teams from Delaware, Rochester, and more. Our basketball team won the first championship with only five players! We were tired, but it was awesome! Basketball is my favorite sport!”

“Additional activities I was involved in were; Skills USA, American Red Cross Blood Drive Volunteer, Lite 98.7 Treasure Your Chest Campaign Volunteer Breast Cancer. We volunteered to raise awareness for breast cancer at BOCES. We handed out awareness cards to students at BOCES. For the Skills USA, I did a six-minute presentation. I won at the BOCES level and went on to Regionals.”

Francesca spends her free time in the exercise room, playing basketball, or making crafts. “I made string art as a gift for many of my teachers. I made up the pattern myself. I started trying to



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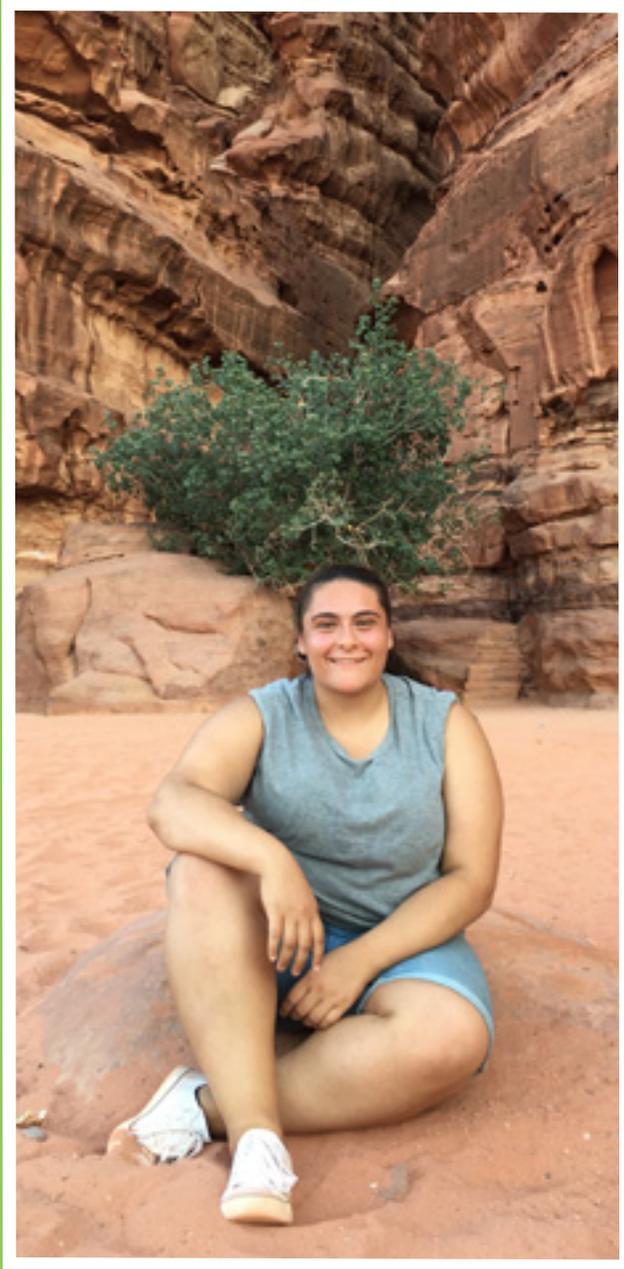


figure out what to get my teachers; buying a gift is boring, I wanted something more creative. I searched on the Internet and found this idea. It's fun!"

HEARING LOSS:

Francesca has a severe to profound, bilateral, sensorineural hearing loss. It was detected when she was one year old. "At one-and-a-half years old, I had hearing aids, but they did not work well enough. Then at 2 years old, I had a surgery for a cochlear implant. I have been using the cochlear implant since I was 2."

"What I feel about being hearing loss is, God made me who I am. If that is what God decided for me, then I am okay being deaf. I think being deaf is pretty cool, because I get to know

an awesome language, ASL. People love to learn about sign language and I like to teach people how to communicate with me."

COMMUNICATION:

"My primary mode of communication that I use in school, is sign language and spoken English. At home with my family, I only use voice to communicate, because my family does not use sign language. The philosophy of the school I attend is TC ([Total Communication](#))."

"I can hear very well with my CI; therefore, it is easy to communicate with hearing friends. I do understand what people say, most of the time, but not always. I mostly like to be around deaf people to use sign language to communicate clearly."

STRENGTHS & CHALLENGES:

"My challenge is to listen and focus on what people are saying, when they talk to me. In public school, my teachers talked and classmates spoke at the same time often. I missed a lot of information. Also, speaking in front of an audience is difficult. In preparing for presentations now, I have to

"The most important service I have, is tutoring for my MOBOCES nursing program. I also have speech-language therapy, and an audiologist on site."

practice more often compared to my hearing classmates at MOBOCES. I have learned that it is not that hard to speak in front of crowds, but I do still get nervous! Sometimes when I played sports, my CI kept falling out, I had to take it off. I had to rely on my visual skills for understanding."

SUPPORT SERVICES:

"Teachers of the Deaf (TOD) helped me understand each class in public school, but I hated getting a different person every year. For example, when I was in 7th grade, my TOD only liked to focus on English class. The TOD wouldn't help me understand my homework or help me understand information from other classes. I failed classes and I was asking for help from the TOD, but I didn't get enough. I did have the best interpreter for 7 years! She was amazing



“My family supports me no matter what, as long as I am happy with myself. My family helps advocate for me by sometimes, by telling people about who I am, and that I am deaf.”

and always supported me! I had NO PROBLEMS with her in any class. When I transferred to NYSSD, it was different because all of my content teachers can use sign language. I like that, so that I don't have to focus only on an interpreter all day. At BOCES I had a note taker. The service that was most important to me during public school, was to have an interpreter whenever I needed. At NYSSD, the most important service I have, is tutoring for my MOBOCES nursing program. I also have speech-language therapy, and an audiologist on site.”

“What supports me always, is to use CC all the time. I use it so that I can understand clearly at home and school. I used to have an FM but it didn't help me a lot, because I couldn't hear others talking, when the teacher was using the FM microphone. I did use an FM system in public school. I currently do not have the capability of using the specific type of setting on my processor that would allow me to hear others around me when they are talking. I need to go to my audiologist

to change my options on my processor. I will be doing that before I go to college in September!”

Francesca also has a Smart Phone and uses it for communication. She uses her Smart Phone to email, text, Facetime, access Facebook and Snapchat.

While studying to become a nurse (and after), Francesca will use a special stethoscope with headphones to compensate for her hearing loss. Acces-VR assisted her in searching for and purchasing the stethoscope. “I can hear heartbeats with this stethoscope. It runs on batteries. [Acces-VR](#) paid for it. I could not hear without it!”

ADVOCACY:

“I have to advocate for myself when I can't hear. I always carry extra batteries in my pocket or my backpack. If I missed information when my teachers were talking, I normally tried to read their lips while I changed my batteries. When I was

a junior, my cochlear implant broke, so I had no access to sound for one day. My note taker had to interpret for me instead of taking notes. Some of my friends will spell what they would like to say to me, or I just read their lips. When I go to college and I am in a new environment, with new people, I will need to explain my hearing needs, to my new friends and professors. For example, I need to sit in the front of the room. When working with the elderly, I will need to speak slowly and loudly.”

In other social situations with hearing individuals, Francesca reads their lips or asks them to write the comment down on paper. Sometimes she even has friends text her the conversation, so she can take part in whatever situation is going on. She would definitely use an interpreter, if one was available. The interpreter would help bridge the communication gap.

GOALS:

“My goal for after high school is go to Dutchess Community College in



**“Don’t ever give up
on who you are because
God made you
who you are.”**

Poughkeepsie, NY. I want to become a Registered Nurse, more specifically, an Oncology Nurse. After exploring different aspects of the medical field, oncology became my passion. I also would like to get my own place and a car to start a new chapter in my life, where I will be responsible on my own.”

FAMILY:

“My family supports me no matter what, as long as I am happy with myself. My family helps advocate for me by sometimes telling people about who I am and that I am deaf. They would explain what deafness is and whatever else people are curious about. My parents are awesome! I am the only person in my family that is deaf.”

Francesca feels that she can communicate with her family in most situations, but has some difficulty in large group situations. “I can communicate with my immediate family, but in large family gatherings it is hard sometimes. I get confused about

the topic of conversation, and it is hard to follow when more than one person is talking at once. One thing that could be improved and would help me to communicate, is that my family could all learn sign language!”

ADVICE:

“My advice for students with a hearing loss, is don’t ever give up who you are, because God made your who you are. Also, don’t give up on your family. If they don’t use sign language, or don’t support you for some reason, just remember they will always love you no matter what. My favorite quote that I always say to myself is that, ‘You were born to be real, not to be perfect.’ Just love yourself and be who you are. Don’t ever give up and get frustrated that you are deaf.”

“What I want people to know about me, is that it has been a struggle to be successful, but it was worth it! It was not easy to achieve being successful in school. I want to become a Registered Nurse, and work

as an Oncology Nurse. I promised myself that I would never give up on working to become a Nurse. I am continuing to get closer to my goal. I was in a Pre-Nursing program for 2 years and I was successful. I was very motivated, even more than my whole hearing class.”

“Shari Santiago is my role model, because she helped me through my BOCES program to reach my goal, to pass Pre-Nursing. She helped me with everything; to get me to understand information from BOCES, and she tutors me in Chemistry (which I take online.) It was her first time helping a student with Chemistry, but we were both successful! I learned so much from her and she always makes me do the right thing in life.”

“I am going to the country of Jordan this summer, because my mother’s brother is getting married there.” ●



Pee
Eh Det

**“I am working
on being more
INDEPENDENT.”**

EDUCATION:

New York State School for the Deaf (NYSSD) is the name of Pee Eh Det's school. She is in 12th grade. She started at NYSSD when she was 16 years old after she moved to the United States with her family. Before moving to the United States in 2009, Pee Eh Det lived in Burma. In Burma, school was very different. "I learned some basic signing, but it was not American Sign Language (ASL). I learned a different language, Karen. I learned how to write a little bit in [Karen](#). Karen's language is very different. For example written numbers go from top to bottom, instead of left to right."

Pee Eh Det enjoys speech and language class because of her desire to learn new vocabulary, improve her ability to communicate and practice her speech skills. She wished she was able to take more classes that would teach her cooking and money management skills. When Pee Eh Det first came to NYSSD, she was in a program with Jane Riley. She learned math, English and ASL skills and other Life Skills.

As graduation nears, Pee Eh Det will proudly be earning her [CDOS](#) (Career Development and Occupational Studies) credentials.

CDOS recognizes student's skills for post-school employment, and in addition provide instruction that supports the achievement of the CDOS learning standards, access to career and technical education and opportunities to engage in school supervised work-based learning experiences.

Pee Eh Det took a variety of workshop-type classes such as; Senior Seminar where she learned English and ASL vocabulary. "I had a communication project using a big binder that included a list of sample writing – sentences." Senior Seminar also included transition activities, research, practice interviews, and how to set up interpreter service. Pee Eh Det also took classes in Photography, Reading, and Career Prep. "In Photography class, we made cards, using the computer to modify the photos. I enjoyed that class." Part of the program also included on-the-job training.

Pee Eh Det is currently working off campus four days a week at a local hotel. "I do laundry: wash, dry and fold blankets, and change sheets. Before working in the laundry area, I cleaned the rooms, including the bathrooms and washing windows. I like the laundry area better. My job is close to home. My brother takes me to work and picks me up. There is a bus, but I am too shy, it's scary, and I get nervous. I am working on being more independent."



In the beginning, Pee Eh Det had an interpreter and a job coach at work. Now that she knows the job, she doesn't need those supports. She has friends at work. She uses a communication book with pictures and words to help facilitate communication. "I get lonely at work. I think eight hours is a long time by myself." After graduation she plans on working more days."

AWARDS:

- 2011: Sign Language Award, Kirsten Tracy Hearing Aid Award, Model Student, Principal's Award, Campus Company Award
- 2012: Model Student, William Costa (speech-language)
- 2013: Honor roll (all marking periods)
- 2014: Principal's Award, Excellent attendance, Career Prep II Best Student, Campus Company
- 2015: Most Improved Student, Attorney General Triple C (commitment, character, courage), Academic Achievement in Reading

"I became a United States citizen in February 2015! My uncle and I are the only ones in the family who are US citizens. I worked very hard learning about the United States of America. I had to answer 10 questions about the United States of America during my interview in Albany. I had to study 100 possible questions that they might ask me. You have to learn all of them, so when you take the test, you will not know the 10 they pick out. I have a certificate. It is one of my biggest accomplishments. Many of the NYSSD student came to my citizenship ceremony. Students from the bell choir, rang the bells, I was on the news, on TELEVISION! It was great!" This is an inspiring achievement for someone who has only lived in the U.S. for five years!

HEARING LOSS:

Pee Eh Det presents with a severe-profound bilateral sensorineural hearing loss. Her hearing loss was detected when she was very young, although the exact time is unclear. "I use one hearing aid on my right ear. I always wear my hearing aid. I can hear sounds around me when I use my hearing aid. I liked hearing for the first time!" Pee Eh Det first tried a hearing aid, when she was 16 years old. She did not use a hearing aid when she lived in Burma. She wears one Oticon hearing aid now on her right ear. "I feel fine that I am deaf. I know I cannot hear. My family is all hearing and I am the only one who is deaf. I don't like that because communication is hard."

COMMUNICATION:

"I use American Sign Language (ASL) to communicate in school and with my friends. I use gestures and some basic writing to communicate at home. My family's primary language is Karen. They can read English, but do not sign. Communicating is hard. I always have to write when communicating with hearing people if they don't know ASL. My teachers at NYSSD all sign so I have the same opportunities as my peers in classes."



FAMILY:

Family is important to Pee Eh Det. They attend church together on Sundays. Her family tries to communicate with Pee Eh Det, but it is difficult. "I use ASL and written English. My parents, use Karen. My brothers and sister use Karen and English. My uncle uses both Karen and English. It is hard with so many different languages used in my family. I wish we all communicated the same way." Her family provides support for her hearing needs. Pee Eh Det's parents, help setup appointments for her hearing aid, if one is needed. They also help get batteries when needed.

STRENGTHS & CHALLENGES:

"My biggest challenge is that I had to learn a language at the age of 16. I had no formal way to communicate before that. In the community, I still struggle to communicate because I have a hard time spelling words. Writing is hard sometimes." Pee Eh Det is motivated to work hard to learn communication strategies. She is focused on constantly learning new words and their signs. "I wanted a way to communicate. I was motivated." Pee Eh Det has learned she

can be successful and have conversations with people in many situations!

SUPPORT SERVICES:

At school, Pee Eh Det has many TODs (Teachers of the Deaf) who teach most of her classes. She does not use an interpreter, because the TOD's are capable of signing. She also receives speech/language therapy. Audiologists are available at school too. Another area she has support, is in her work study program. A job coach helps Pee Eh Det learn skills to be successful while on the job, at the Hampton Inn.

She uses Closed Captions at school and at home. In school, the classrooms have sound field systems, which make the teachers' voices louder. Pee Eh Det has a smart phone and uses it for texting, email, Facebook, Kiki, Snapchat, Skype, ooVoo, and Facetime.

ADVOCACY:

There are times when Pee Eh Det has difficulty following a conversation. She has adapted strategies and advocacy skills that improve understanding. "I cannot hear and understand speech well. I usually will text or try to have my friend explain what is happening to me using gestures. If I am in school and they are signing, and I do not

understand, I will tell my friend that I don't understand and to please sign it again."

If Pee Eh Det's hearing aid battery dies during class, she self-advocates by reporting the issue to the teacher, and gets a new battery. If at home, and runs out of batteries, she informs her mom and dad and they go to the store to buy more. Another way she advocates for herself is when she is in class and politely raises her hand when she doesn't understand a component of the lesson. She then gets clarification on some things.

GOALS:

"I want to stay working. I will stay at the Hampton Inn working in the laundry room as a laundry attendant. Maybe someday I will change and work at a grocery store, like Price Chopper, and stock shelves. I also want to learn to drive, when I am ready!"

ADVICE:

To Deaf/HOH peers; "Keep trying to learn as much as you can. Learning is important." To their families; "Learn how to communicate with your child; it is important!" ●

“Keep trying to learn as much as you can. Learning is important.”



Jason Reid



EDUCATION:

Jason resides in the hamlet of Vesper, near Tully, NY in Onondaga County. Jason is 18 years old, a senior at Solvay High School and a participant in the OCM BOCES Deaf and Hard of Hearing program. He began school, however, in Tully where he attended pre-kindergarten to half of kindergarten and then transferred to Solvay in the OCM BOCES Deaf and Hard of Hearing program. Within the program, Deaf/HH students are found at the elementary, middle and high school levels. Each setting has multiple teaching and support staff; teachers of the deaf, speech and language therapists, interpreters/assistants, audiologists and psychologists/counselors. There are opportunities for self-contained classes with teachers of the deaf, mainstreamed settings, and work study experiences all dependent on students' needs.

“Currently, I am in the BOCES/Career and Technical Education automotive training program. I have been in that program for two years.” Jason attends that program in the morning and then goes to the OCM BOCES Deaf and Hard of Hearing program in the afternoon. At Solvay, he takes English and communications class with a Teacher of the Deaf. In his communications class, the teacher helps to teach about different life skills and how to communicate with hearing people. He is enrolled in a Business Math and PE class in the mainstream setting. “My favorite subject is my automotive class, because I love working with anything mechanical, and I love getting dirty.”

HEARING LOSS & COMMUNICATION:

In school, Jason uses signing and talking at the same time, but at home, uses only his voice. Jason considers himself to be Deaf, and when he takes off his Cochlear implant he is completely Deaf and can hear nothing.

Jason has a bilateral hearing loss. He received his first cochlear implant on his right ear when he was three years old. Soon after, he had the implant done on

“My favorite subject is my automotive class, because I love working with anything mechanical, and I love getting dirty.”





**“At home
I like to sign
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his left side. In school, Jason uses an FM system to assist him in hearing the teacher and to have better access to spoken language.

“When I am with my friends, I enjoy signing and talking at the same time. If I am with my hearing friends I only use my voice. At home I like to sign and talk at the same time, but mostly I use my voice.”

EXTRACURRICULAR ACTIVITIES & AWARDS:

Jason is a hard worker and has been on the honor roll at Solvay High School. Jason was on the Solvay High School's bowling team for three consecutive years: as a freshman, a sophomore and a junior. His friends describe him as funny and kind. “My hobbies at home are camping, fishing, and hunting, but my one true love is working on John Deere tractors. I love to fix small engines and figuring out mechanical problems.”

During the summer, Jason likes to go to Casowasco Camp & Retreat Center. One of his favorite Bible quotes is, “For God so loved the world that he gave his only begotten Son, that whosoever believeth on him should not perish, but have eternal life.”

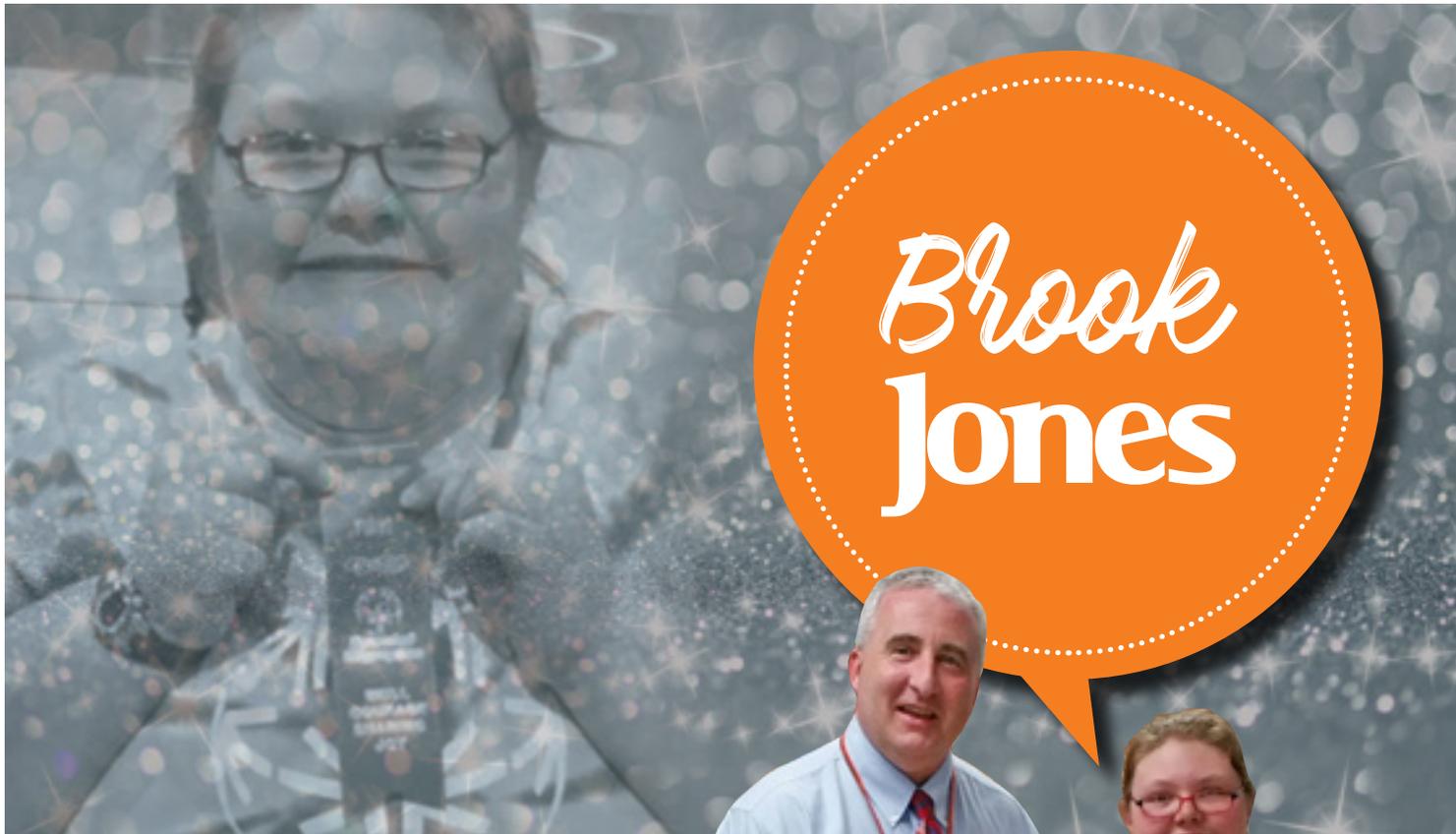
Jason looks up to his friend, Jeremy, because they have similar interests and hobbies. “In the future, I want to have my own business with Jeremy called ‘Reid and Lake’s Small Engine Repair Shop’. We would repair small engines.”

SUPPORTS:

In mainstream classes, Jason has utilized an interpreter all throughout his schooling. For self-contained classes, Jason relies on the teacher to use signing and talking at the same time. Jason finds getting copies of the mainstreamed class notes help support him academically. Outside of the classroom, Jason likes to use video chat and texting, but can use a normal cell phone to make phone calls if he needs to.

ADVOCACY:

Jason is self-confident and doesn't hesitate to self-advocate. He likes to use texting with friends and family to get his ideas across. Also, if he doesn't understand someone, he will ask what they said so they can repeat themselves. ●



EDUCATION:

Brook is a senior at JCB High School in Phoenix, NY. She grew up in a rural community called Pennellville. “I live next to a farm, where I can visit the cows!” Brook has been a student in the Phoenix Central School District since kindergarten. Her favorite subject is physical education, because she is active and involved in many sport-type activities. “I love playing outside!”

Brook is involved in several elective classes, such as chorus and keyboarding. She also received extended year services and was able to attend the CiTi BOCES Deaf/HH Program. The summer program was located at camp Hollis in Oswego, NY. Brook has completed two summers of work study at the Camp. She enjoys helping the younger Deaf/HH students each day.

Brook attends Language Other than English (LOTE) field trips. “I like to go to Seabreeze amusement park because I get to see my old friends and make new friends with hearing loss.”

Brook is also involved in challenger baseball and the [Central Region Special Olympics](#). “The Olympic team has practice right at the Phoenix middle school. My dad is a coach.” Brook practices skills for floor hockey, soccer, and plays on a basketball team. “I have lots and





lots of medals and ribbons!” Brook also participates with a huge team called “Brook’s Splash Puppies”. They enter in the [Polar Plunge](#), to raise money for the Special Olympics each winter. Brook has participated for 8 years. [Challenger Baseball](#) is a baseball program where children and adults from ages six and up, who also have a disability, can participate in the sport. Brook has participated for five years.

Brook would like to share her passion for signing with her peers. “I wish there was an opportunity for ASL as a class in my school.”

HEARING LOSS:

Brook has a moderate, bilateral, sensorineural hearing loss. Her hearing loss was detected at the age of three. When she was a preschooler, she used an FM system. Once she started elementary school, she was fitted for bilateral hearing aids. Brook is a consistent hearing aid user in all environments and FM in school settings. She also uses a streamer at home. “I like to use my streamer at home, because it has a call button to answer my cell phone. I push the button and can hear the call through my hearing aids!” Brook is currently using an Oticon

Streamer Pro connected to her Oticon Sensei BTE hearing aids. The streamer is a small device worn with a neck loop which connects wirelessly with the hearing aids and helps to improve the speech signal. The neck loop acts as an antenna to transmit the signal directly to the hearing aids. The streamer can connect via Bluetooth to a cellphone, and provides easy access to accept or reject calls with the push of a button. It also acts as a remote control to change the volume or programs within the hearing aids, as well as having telecoil receiver capabilities to be used in situations with a telecoil looping system or with a wired landline phone. With the streamer she can also stream music to her hearing aids either wirelessly via Bluetooth or through an auxiliary cord. Brook connects her FM receiver to her hearing aids through this streamer for use at school.

The streamer can additionally be paired with other [Oticon](#) accessories for further benefits. The ConnectLine Phone accessory pairs with the streamer to allow similar accessibility for traditional landline phones as compared to cell phone pairing. The ConnectLine TV accessory pairs with the individual’s TV to allow direct streaming to the hearing aids. Finally, the ConnectLine Microphone can be paired with the streamer and used to stream a chosen signal from any speaker to the hearing aids. (*Emily Oswald audiology intern working with CITI BOCES*)

“I feel ok about my hearing loss; it is a part of me!”

Brook was asked to reflect on her hearing loss, and to share her feelings. “I feel OK about my hearing loss; it is a part of me!”

AWARDS & ACHIEVEMENTS:

Brook has been on both the honor and high honor roll at school. She is part of a special needs dance team, which practices jazz and ballet. They compete in one competition and perform in two recitals. Brook has been on the team for three years.

COMMUNICATION:

Brook’s main mode of communication is auditory – verbal. At school she uses her FM system to help her hear. She is comfortable using her voice in any situation. At home Brook uses her hearing aids and the family communicates by speaking. “I can also read lips well.”

STRENGTHS & CHALLENGES:

A common challenge individuals face with a hearing loss is background noise. “It is hard to hear and focus on someone speaking, when a lot of background noises are going on.” Brook has learned to compensate by reading lips, using her amplification devices, and accommodations such as sitting in the front of her class. Another example is: “In the classroom, when I am working on the computer, I use a cable to connect the computer to my FM transmitter. I can adapt myself to get what I need.”

In addition to having a hearing loss, Brook is blind in her left eye. She doesn’t let either challenge stop her from doing things she loves to do!

SUPPORTS:

Brook started receiving itinerant services from a Teacher of the Deaf/HH and an Educational Audiologist when she reached middle school and continued through high school. She also uses FM at school to help with background noise and a streamer and Bluetooth for her



smart phone, along with headphones to listen to music. "If I need help with my equipment, I do not hesitate to contact my educational audiologist and she will assist me with my equipment." Once a week Brook works with her TOD. "I have learned about my hearing loss, sign language and advocacy skills."

Recently Brook won a bed-vibrating alarm clock. Below is her persuasive essay:

My name is Brook Jones and I would be so happy if I won the vibrating alarm clock.

If I win the alarm clock, I will use it in the morning to wake me up for school every day. It will help me be a more independent student. My mom wakes me up to get ready for school every morning at 5:00 a.m. If I win the vibrating alarm clock, my mom will not have to wake me up. I will wake up on my own, independently.

The vibrating alarm will help me because I do not have an alarm clock. I like the idea of a vibration to wake me, because I have a bilateral, moderate hearing loss and I am visually impaired. Typical alarms are hard for me to see and hear.

I hope that I have the opportunity to win one. That would be very exciting.

Thank you.

ADVOCACY:

"I always let teachers know when I can't hear or when my devices aren't working. I make sure my devices are charged and change the batteries in my hearing aid when needed. Another strategy I use is asking the speaker to wear my FM microphone, so I can hear well. It is important to feel comfortable asking others for help when you need it."

GOALS:

"After high school, I want to participate in the Vocational Education Program (VEP) Program." This program is a half-day, work-study program at SUNY Oswego. Students choose a job on campus that they are interested in and work alongside someone to do that job. "It is fun to learn to work with others to complete a task."

FAMILY:

Brook's family is a huge support for and her hearing needs. "I love to be with my family. My parents take me to the audiologist for hearing tests when needed. They make sure I have batteries and that my hearing aid is clean. My family encourages me to stay involved in the community and supports me to be who I want to be. It is awesome that they expose me to so many different things."

ADVICE:

"My advice to deaf and HH individuals is to use your hearing devices every day to help you hear more clearly. Take responsibility for your hearing devices, including daily care and repair. Learn and use ASL to communicate. Lastly, stay involved with your school and community." ●



EDUCATION:

Jayvaun is a junior at Solvay High School. Solvay is a small public school district with approximately 110 students per grade level in Solvay NY. This school houses the Onondaga Cortland Madison BOCES Deaf and Hard of Hearing Program. Students who are deaf and hard of hearing, from area school districts, can attend this program. The program has Teachers of the Deaf, Interpreters, Counselors, Speech/Language Therapists and an Audiologist on staff. “I have both counseling and speech/language therapy one time per week. My counselor is fluent in sign language. She helps me calm down and teaches me how to work through my problems.”

Jayvaun’s favorite subject in school is math, but his favorite part of his day is the school-to-work program. “I work and get trained at a job site. I have worked in a variety of businesses such as Destiny USA (mall) and at the Yogibo store (they sell really cool bean bag furniture). I have also worked at a Thrifty Shopper, an art store and soon I will work at the Open Hand Theater in Syracuse.”

“I have taken mostly mainstreamed Art courses as my electives. I am also mainstreamed for physical education. All of my other classes, are with a teacher of the deaf.”

EXTRACURRICULAR ACTIVITIES:

Jayvaun has achieved academic success and has been on the honor roll at school. “I participate in the school plays. I really enjoy this. I have had parts in the play, but no speaking parts.” Jayvaun also participates



“Some of the challenges I face because I am deaf, is that I want to communicate with everyone I meet, but it is very difficult, unless they know sign language.”

in an afterschool program, called **“Whole Me”**. He attends once a week, and it is a chance to socialize with deaf peers, through teen discussion topics and participating in community events.

“I don’t think I would change anything about my school other than I wish everyone knew how to sign. ASL is offered by one of the TOD’s and I have taken this course. It is a good opportunity to get to know hearing students.”

HEARING LOSS:

“I have a bilateral, severe to profound hearing loss. I know I was really young, like maybe two or three when my family found out that I was deaf. I am not sure when I first used amplification, but I think it was in preschool. I had a cochlear implant when I was younger, but I never really liked using it. I do not find that it helps me, so I just use a hearing aid now at home, but nothing at school.”

COMMUNICATION:

“I use American Sign Language almost exclusively as my primary mode of communication. I do not use my voice at all except to get someone’s attention. I can read lips, but not very well.”

“In school, I use interpreters for classes in the mainstream and for afterschool activities. My teachers sign, so that’s good and most of my deaf peers sign. When I need to learn dance steps for the school play, it can be difficult. I need to look and observe the kids around me. That’s what works best for me. I really like to act so this is fun.”

“I do get frustrated at times, especially at home when I don’t always understand what my family is saying. We try and communicate through writing. My sister knows a lot of sign

language and my grandma and the rest of my family know a little. I wish more people knew sign language, because this is how I communicate best. That can be annoying when I want to share information. I communicate through my expressions with my hearing peers. Some of them do know some sign language.”

“One of the challenges I face because I am deaf, is that I want to communicate with everyone I meet, but it is very difficult, unless they know sign language.”

“I know that I need to try my best to communicate when I go to the doctor’s, so I always have an interpreter. I have recently passed the driving permit test, and am now driving! My mom takes me driving to practice for my license. I hope to get my license in the fall. It was a lot of work studying for my driver’s permit. I used an interpreter to take my test. My family helped me do this.”

“I am learning that I can do things but it takes time.”

SUPPORT SERVICES:

“I have interpreters, counselors, and teachers who sign at school; this is really helpful. When I want to participate in after-school activities, I can always have an interpreter. I use my phone the most to communicate, especially through texting, Facebook, email and Skype.”

ADVOCACY:

“I think I have equal access in school because I can have an interpreter for my classes or if I want to join a club.”

“There are times when I miss information in class. I can ask a classmate, because I have all deaf or



hard of hearing students in my classes. If I need a hearing aid battery, I can get one in school. If I want to talk with someone who is hearing, like a teacher, principal, nurse or anyone else who may not know sign language, I can always have an interpreter.”

“I am learning about community agencies where I can get an interpreter if I need one. [ACCES-VR](#) is an agency that may help me get some assistance for job training when I am done with high school.”

GOALS:

“After high school, I would really like to be a bus driver for the city public transportation department. I think that would be fun.”

FAMILY:

“My family will help me get an interpreter from an agency if I need one. I am learning to do this by myself in school. My grandma is helping me get my drivers permit right now

by helping with getting an interpreter from the community agency, such as [Whole ME.](#)”

“I would like people to know that I love to act and do impressions. I can express myself best when I am using body language to communicate what I want to say, especially when people do not know sign language. One musician I really like is Michael Jackson. He is a really good dancer. He is very expressive with his music.”

ADVICE:

“If you need an interpreter, don’t be afraid to ask. If you miss information or what someone is saying, don’t be afraid to ask them to repeat themselves. It can be difficult being deaf but I really want to try to do what hearing people do.” ●

Nick Ferri

EDUCATION:

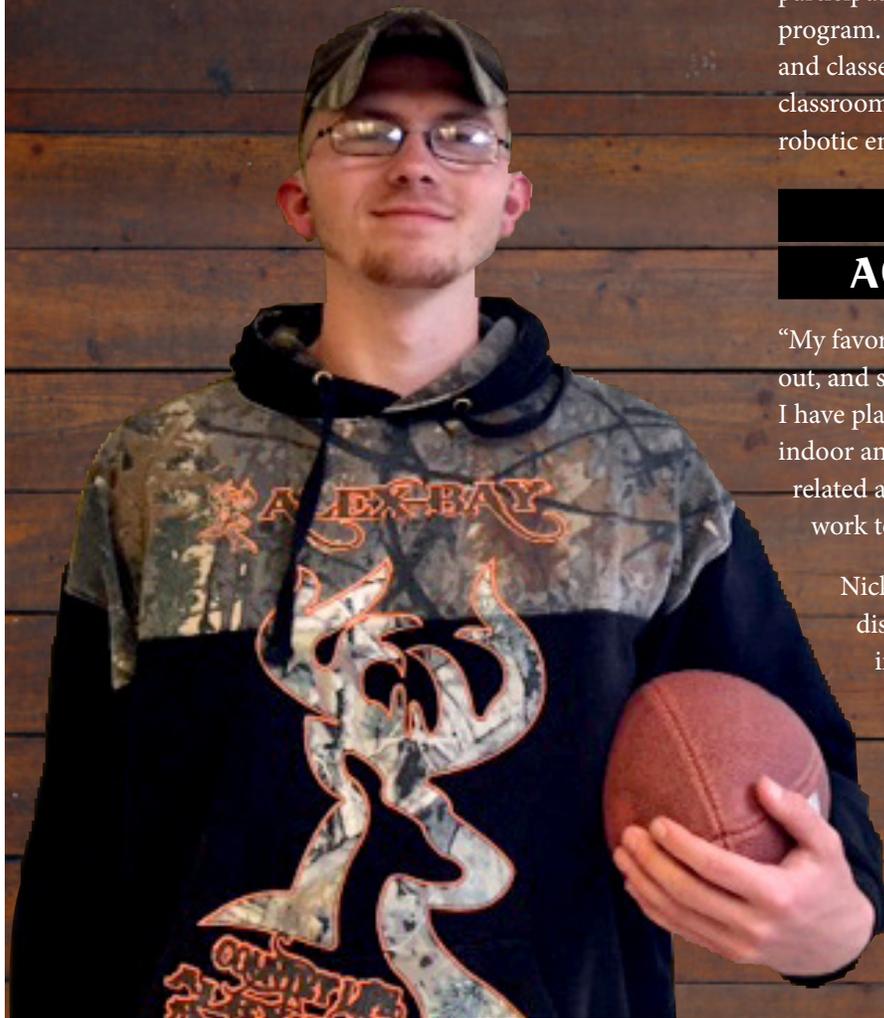
Nick lives in Homer New York, which is in [Cortland County](#). Homer is a rural community with many farms. “I really like living in the country because it is quiet, peaceful and fun. I really enjoy anything outdoors, especially hunting, fishing, hiking, and camping. Also, I really enjoy making people laugh!”

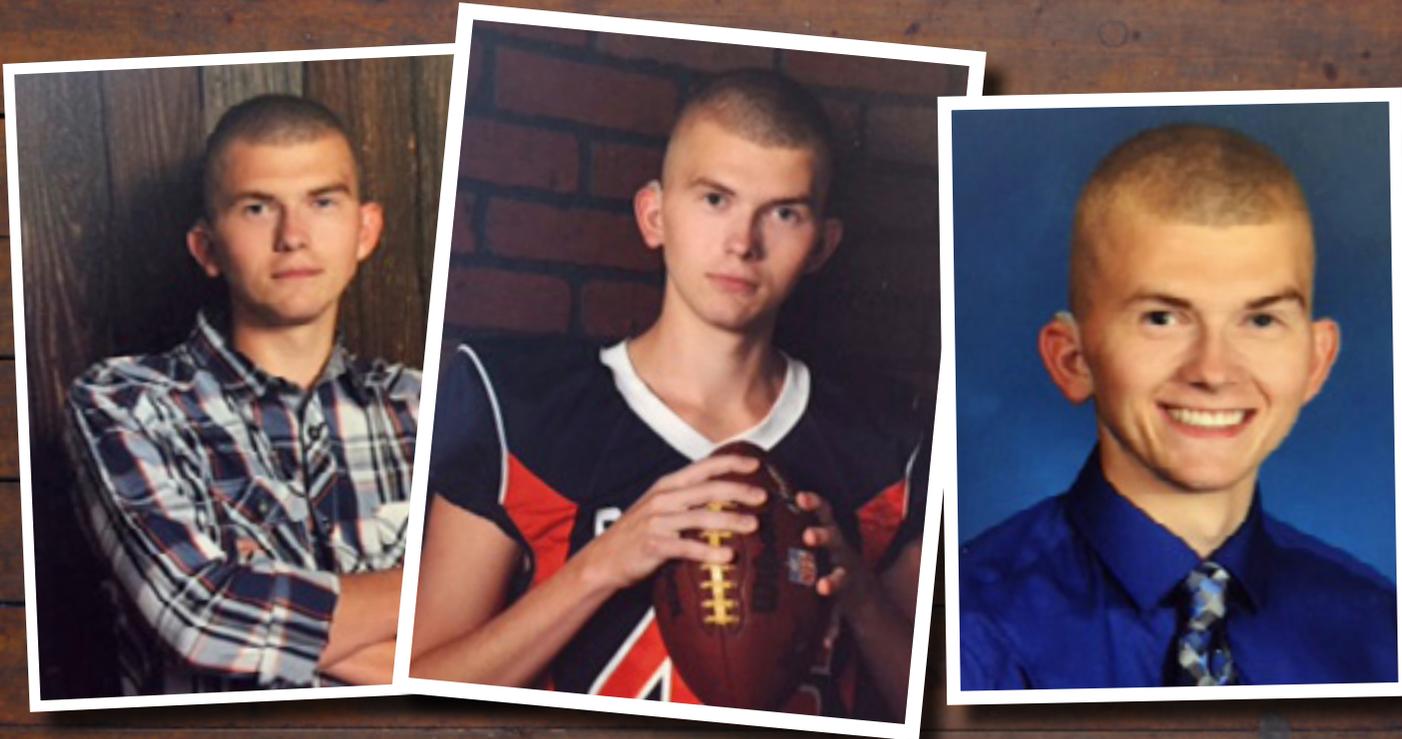
Nick is a 19-year-old senior at Solvay High School. Solvay is near Syracuse and the [New York State Fair](#). Nick attends the OCM BOCES Deaf and Hard of Hearing Program, located at Solvay High School. “I go to school with hearing and Deaf students.” Nick went to Homer Elementary School, from kindergarten to fourth grade. He then transferred to Solvay Middle School in the fifth-grade to participate in the OCM BOCES Deaf and Hard of Hearing program. Nick takes classes in both the mainstream setting and classes with a Teacher of the Deaf in a self-contained classroom. He is mainstreamed in economics, government, robotic engineering, technology and physical education.

EXTRACURRICULAR ACTIVITIES & AWARDS:

“My favorite class is PE because I love running, working out, and staying healthy. I participate in sports and enjoy it. I have played junior varsity and varsity football and varsity indoor and outdoor track.” Nick loves anything sports-related and excels in sports because he puts in the extra work to succeed.”

Nick has been on high honor roll in the Solvay school district. He also qualified for sectionals in track, and won first place at sectionals for the pentathlon.





HEARING LOSS & SUPPORTS:

Nick has many interpreters which travel with him to all of his classes. "I wish I would have come to the OCM BOCES Deaf and Hard of Hearing program when I entered Kindergarten. Interpreters help me understand the teacher and my peers better."

Nick has received speech and language therapy ever since kindergarten. He also met with a counselor since sixth grade, to help Nick to better understand his hearing loss.

He wore hearing aids until he was six years old, and then he got a Cochlear Implant. He also uses FM equipment in the classroom to improve access to verbal communications.

ADVOCATE:

Nick likes to use Closed Captioning when watching movies or watching the TV. Nick prefers to sit close to the teacher and interpreter, so he can see the interpreter and hear the teacher. If Nick misses something in class, he will often ask the teacher to repeat what they have just said.

COMMUNICATIONS:

"My whole family all signs a little bit, but mostly at home I communicate by talking. At school; Nick communicates with hearing students by reading their lips. He communicates

with the other deaf students, through sign language. Nick prefers to sign and talk at the same time. "I want people to know that I am a nice person, am cool, funny and handsome."

"I really enjoy making people laugh!"

Nick's favorite quote is "Never Give Up!" His role model is Brandon Bamba, a peer athlete, because he always respects Deaf people and others who are different.

"I think that if you work hard you can become and do anything!"

ADVICE:

"My advice to other kids with hearing loss is to learn sign language to help you communicate."

"In the future I want to get a job, maybe I want to become a farmer or work in a factory near my home town of Homer." ●



EDUCATION:

Since pre-school, Tonaya had been a student in the Mexico Academy & Central School District. She attended Mexico High School until May of 2016, when she transferred to the OCM (Onondaga - Cortland - Madison Counties) BOCES Deaf/Hard of Hearing Program in Solvay. Through discussions, visitations, and research, it was decided that the program based at Solvay High School would be a better fit for Tonaya's needs. "It was too hard for me to keep up with the Regents classes at Mexico High School. It was always difficult to hear in my classes. Kids talked fast, and I had difficulty following conversations. If they moved farther away from me, it was almost impossible to hear. I was frustrated and wanted a change of program, where I wasn't the only deaf student. Now, at Solvay, I have peers and staff I can

talk with in my own language."

The language barriers have been removed, allowing Tonaya equal access in her educational setting. Tonaya is currently a junior at Solvay.

The OCM BOCES [Deaf/HH Program](#) offers an all-inclusive package consisting of: Deaf/HH peers, teachers of the deaf with the option of self-contained classroom settings, mainstreamed opportunities, interpreters, audiologists, counselors and speech and language services, all within the elementary, middle and high schools. Support services at OCM BOCES, are not an itinerant model, like they were through CiTi BOCES. Her new



a lot of work knowing the fingering, playing the instrument, and practicing your music. It is also fun, like when you get to go on a trip during spring break and you get to compete in concert band competitions. An example of some of the trips, were tours of Washington DC, and Philadelphia, Pennsylvania.”

“In high school, I have two Roger or DM (Digital Modulation) microphones that both teachers wear when I’m in class with two teachers.” The upgraded technology; Roger has demonstrated better speech-in-noise performance. Also, there are no frequencies to program or manage.

Before Tonaya received the Roger – DM system, she used FM (Frequency Modulation) system for a long time. “The FM equipment would help me hear my teachers better, but sometimes I would hear static in through microphone, and then I would lose my understanding of what the teacher was talking about. Another thing that would happen is that if a peer who was in another class, but was on the same channel as me, I would be able to hear to hear their teacher talking. Ex: I was in health class one time, in 7th grade, and I could hear the art teacher talking.”



schedule will have some of the same courses with an addition of a work study program, where she will learn skills necessary for working and living in the community after completing high school.

There are approximately 2,150 students who attend Mexico Central Schools and 1,623 students in the Solvay district. Both high schools are a public school setting. Mexico High School currently has 710 students and there are 619 at Solvay High School. Since Tonaya was three years old, she has always attended school with hearing peers. She started in a pre-school setting with a teacher of the deaf who focused on language delays. The class consisted of both hearing and deaf students who had similar language needs. Once she reached school age, Tonaya entered public school in a kindergarten/ first-grade mainstreamed classroom. She then started receiving itinerant support services such as TOD, audiology, and speech and language. In fourth grade she started having an interpreter with her all day. She was resistant to having an adult with her at first. “I was not happy when I first received an interpreter, because I didn’t think I needed one. I didn’t want to be different.” That has changed over the years. In the educational setting, you will find her advocating for an interpreter in many situations.

“I’ve been in band for seven years. I played the baritone all through elementary, middle and a little through high school. I switched from playing the baritone to playing percussion in my sophomore year. I’ve participated in several concert band performances. Being in band is sometimes fun but it’s

“I’ve been in band for seven years. I played the baritone all through elementary, middle and a little through high school.”

“My audiologist, Dr. Bradbury, found a new technology for me to try, called the Roger Pen, by Phonak.”

“Background noise makes listening a challenge in the classroom and out. For example; when the teacher stands next to the fan or when we do group work, it is hard to hear the speaker.”

“When I’m not in a school setting, I wear my hearing aids. Sometimes, background noise effects my hearing. For example; workers talking, heater running, family chatting everything is amplified the same. If I was able to use the Roger Pen, out in the community, I would be able to hear the speaker talking.”



“With hearing friends I just talk, and with deaf friends,

I sign.

My signing improves when I am immersed in an atmosphere where everyone is signing;

like when I go to Camp Hollis or on LOTE (Language other than English) field trips with my Deaf/HH friends.”

AWARDS:

Since Tonaya’s freshman year in high school she has achieved merit roll many times. She also won a bed vibrating alarm clock, as a result of writing an essay. The alarm clock was donated by a local organization called the Elks of Oswego.

Tonaya was co-writer for a 1st edition publication of this magazine, called Central New York Deaf and Hard of Hearing Teens. “After viewing several publications that shared a Deaf/HH person’s biography, we became inspired to create one of our own, hence this magazine. It was an extensive process , beginning with brainstorming ideas, creating a questionnaire, face-to-face interviews, drafting the stories, editing the photos, crafting the pages, collaboration, and then compiling the information into this awesome format you are observing!

“Our purpose for publishing our own magazine was to highlight the talented Deaf/HH teens from Central New York, as well as to expand one’s knowledge regarding Deafness. This magazine was designed for everyone, but our focus was on Deaf/HH students and their families. We think each reader will have a different “take-away” after reading our magazine.”

Here is a link to the first edition: <http://www.citiboces.org/Page/325>

HEARING LOSS:

“I have bilateral, sensorineural, mild to moderate hearing loss. I got my hearing aid when I was two but I didn’t start wearing them until I was three. When I first put my hearing aids on, I was so happy! I could hear for the first time!!! My parents were afraid of me losing or throwing my hearing aid, so they attached a safety clip to the back of my clothes, so I wouldn’t lose my hearing aids.”

Currently, Tonaya is using Phonak BTE hearing aids, with telecoil (T-coil) capabilities.” Having a hearing loss doesn’t bother me, because I’ve learned how to deal with it. It is hard to see my hearing aids because my hair covers them.”

COMMUNICATION:

The mode of communication Tonaya prefers is audio-verbal. “With hearing friends I just talk, and with deaf friends, I sign. My signing improves when I am immersed in an atmosphere where everyone is signing; like when I go to Camp Hollis or on LOTE (Language other than English) field trips with my deaf/HH friends.”

“At Mexico High School, my interpreter signed for me in my classes and sometimes out of class. My TOD used TC (Total Communication) which is signing and talking at the same time.”

Tonaya uses a sign language method called, Pidgin Signed English (PSE). PSE is a combination of [American Sign Language \(ASL\) and English](#). ASL is a distinct language, and (like most other languages) it does not map perfectly to English. There is no equivalent for many specific words and the syntax is completely different. Pidgin is a type of sign language. Although she took two years of ASL while in the middle school, she is more proficient using SEE (Signing Exact English)

STRENGTHS & CHALLENGES:

Tonaya is very athletic. In the past she has played basketball, softball, baseball, soccer, and track and field. In high school, she only played basketball. “My favorite sport is basketball. I love to go the Carrier Dome to watch the men and women play basketball for Syracuse University.”

“After school, I work with a child with special needs. I enjoy spending time with him. Also, I like spending time on Sunday mornings in the nursery at church with younger kids.”

“A challenging time for me was in my freshman year, when I played basketball. I would get frustrated, because my hearing aid would fall out, when running down the court, due to sweating. The referee would have to stop the game, so I could fix my hearing aid.”

“I do a good job making best use of my residual hearing and consistent use of my hearing aids. For example, I can use some of my hearing when I’m in the booth I can repeat some of the words I can hear that my audiologist says.”

Tonaya participated in [WHOLE ME](#) grand-reopening. She was a greeter and tour guide for guests.

SUPPORT SERVICES:

“I have an IEP, so I can get equal access at school. One of my accommodations is repeated directions. This is helpful for me because I sometimes miss what the teacher is saying. Also, I have testing accommodations, such as a separate location and extended time. My IEP states I need certain technology for my hearing loss such as DM equipment and speech - to - text equipment. At Mexico I saw a TOD once every day and I have had an interpreter since 4th grade. I also received audiology consults and counseling once a week. The last few years, I have received speech-to-text service. [Speech-to-text](#) is when my interpreter/captionist types what the teacher is saying and I receive the information on my computer. I’m looking at what the teacher is saying in real-time. This service helps me see the words in text, which is important when completing work or taking a test. I also have the notes to use for later review and studying.”

ADVOCACY:

[Advocacy skills](#) are worked on regularly both in school and in the community. A goal is for students to become independent and practice self-advocacy.



“I advocate for myself in many situations, such as requesting the teacher to please turn my mic on. Another example is reminding the teacher to please put my mic next to the SmartBoard or to turn close caption CC on. It’s also, my responsibility to transport and hand the teacher my microphone, and to charge my microphone at the end of the day.”

GOALS:

“My goal is to graduate from the OCM BOCES Deaf/HH Program at Solvay High School. After high school I want a job working with children.”

ADVICE:

“My advice to parents, is that if your child is deaf, get them hearing aids and don’t wait until school starts. Also, learn sign language so you can communicate effectively with your child. It is important, also, for parents to have a connection with other parents of [deaf children](#), like joining a deaf club.” ●

“After school, I work with a child with special needs. I enjoy spending time with him. Also, I like spending time on Sunday mornings, in the nursery at church with younger kids.”



Heidi Brown

EDUCATION:

Heidi most recently was a senior at Sandy Creek High School, and she graduated in June 2016. She recently turned 18 and is excited about becoming more independent. She has always been a resident of Oswego County. In addition to attending school in Sandy Creek, she also went to Altmar-Parish-Williamstown Elementary School until third-grade. Heidi lives with her parents in the small, rural community of Sandy Creek. She has always attended a public school where she was mainstreamed for all of her classes. "My favorite subjects would have to be science and U.S. History. I like science because I am planning to study in the medical field. My least favorite would have to be math."

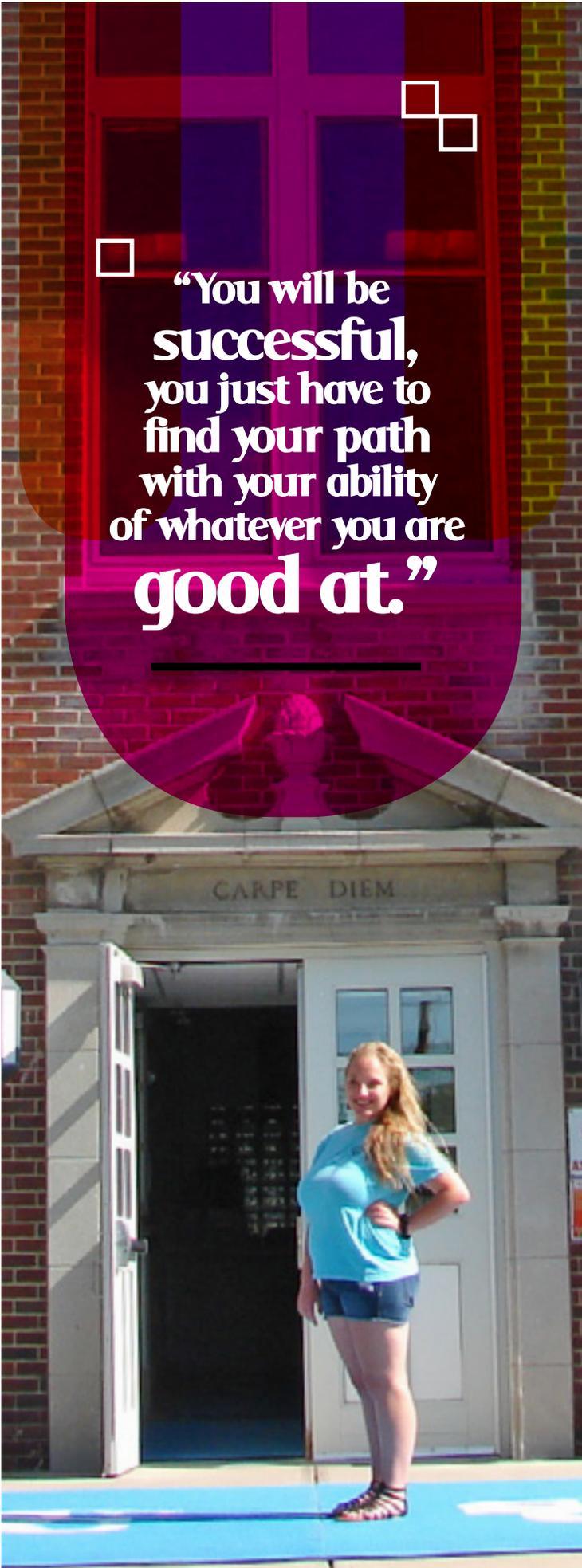
"In my senior year, I attended the Oswego CiTi BOCES Digital Media class. There, I was able to work on the magazine, learn photography, and take English 12. It was important to learn how to multi-task." At Sandy Creek, Heidi

took several elective courses such as Home and Careers, Art and Photography. She, along with her parents, were members of Oswego CiTi Deaf and Hard of Hearing Club. The club met in the evenings, several times a year. It was a chance for Deaf/HH students and their families to get together for socialization and to learn more about how to deal with hearing loss. "I wish had more deaf peers growing up."

"My hearing aids do not give me complete auditory access. I compensate by lip reading and other visual cues, such as signing. At home, I wear them morning to night with few exceptions such as when I shower, or when I am stressed out. At school, I wear them constantly. I wore the FM system until about 12th grade, January of 2016. It was a personal decision." Heidi's achievements consist of the merit roll, winning an alarm clock in an essay contest, president of History Club, and student editor of the Deaf/HH Teen Magazine."

HEARING LOSS:

Heidi was born hearing, but at about three years old, she was diagnosed with a moderate sloping to profound sensorineural hearing loss in both ears. At that time, she was living in



“You will be successful, you just have to find your path with your ability of whatever you are good at.”

Bluffton, South Carolina. She was diagnosed through a brain wave test in 2001. There were no particular warning signs of a hearing loss until then. “When I was born, I passed my hearing test with flying colors. My sensorineural hearing loss in both ears, means that I have damage to the inner ear. I wore hearing aids at the age of three. I wear bilateral Phonak BTE (behind the ear) hearing aids. I have the T-Coil activated. My molds I get changed every time I go to the audiologist. Currently, my ear molds have a mixture of brown, orange and black. They are very non-see-able with my long hair. {Ha-ha} But no, it does not bother me even when my hair is up.”

“At first, my parents were not thrilled with me being hard of hearing. As years went on, they became assured, that God had something to do with my hearing loss. Maybe I’m not ready to accept fully what it is, but I’m ready to know what will happen in the future. My parents were shocked that I had a hearing loss and my dad did not want me to have hearing aids whatsoever.” Today, both parents embrace her hearing loss and support her hearing needs. “I have adapted so well with my hearing loss. My parents do not treat me any different. They said that I always focused on them, looking directly at them.”

“I’ll explain an [audiogram](#): The circles mean right ear and the “X” stand for the left ear. I cannot hear the “F, K, Th, S, G, H, P” sounds. I have the most trouble with high frequency sounds.”

“I asked my brother for his opinion on my hearing loss; he told me: ‘I didn’t feel different knowing you had a hearing loss. You are just as important to me as you are anyone else. You are a beautiful soul and have so much to give.’ I have also asked my pre-kindergarten teacher from South Carolina, whom I still keep in touch with till this day, When I was there, at about 3.5 years old, she told me, ‘All of us teachers didn’t have trouble communicating with you; you did fine! We would have supported you 100% if you would have needed it. You were very smart, I might add.’ “When I meet new people, they see me as just a normal person. I asked my best friend about what it was like becoming friends with me. She told me, ‘It was very different because I’ve never really been friends with someone like that, but I never judged her. I welcomed her with open arms, to me it didn’t matter whatsoever because they are a person.’ Usually when I meet new people, it takes me a few days to explain I have a hearing loss.”

COMMUNICATION:

Heidi grew up in a hearing environment. She was an only child with hearing parents. She was introduced to sign language while in first grade. Heidi's preferred mode of communication is a **Total Communication** approach. She prefers to be face-to-face when communicating. "I do a lot of lip reading. I can speak English and sign, but would like to learn more ASL, American Sign Language."

SUPPORT SERVICES:

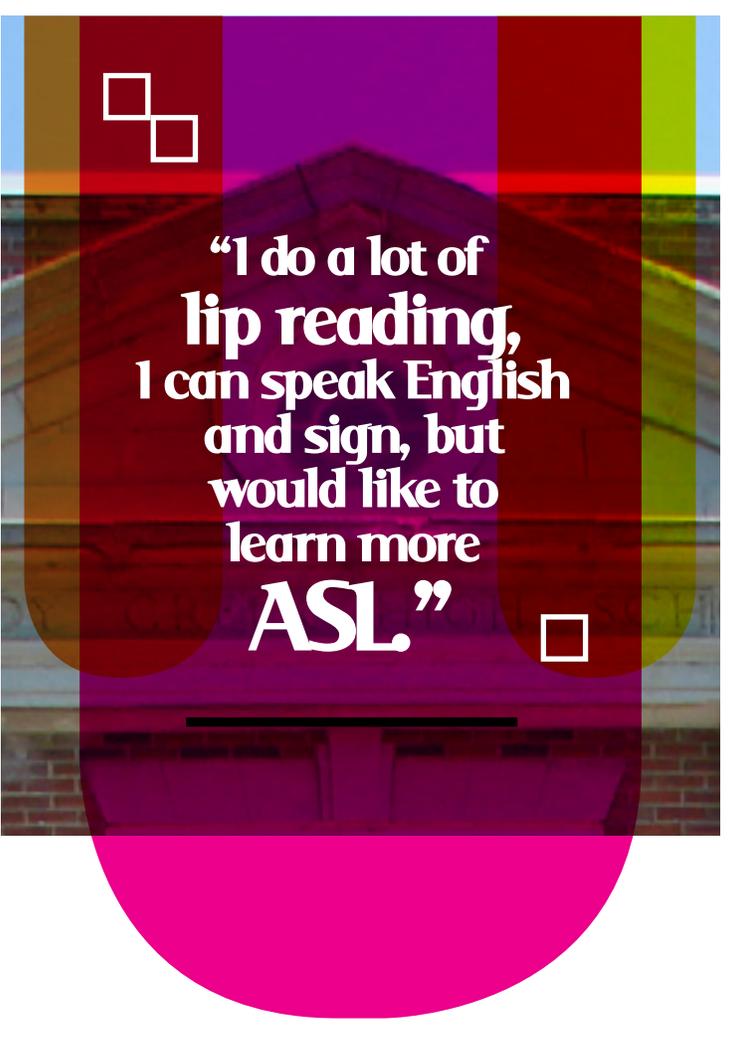
"When I was just little, maybe like 6 or 7, I started TOD, (Teacher of Deaf Services), in APW Central School District. This is also where I started to learn sign language. Let me remind you, my parents were not pleased with the idea of sign language. In most cases, parents would be okay with this. My parents were very different. I was only in first-grade; everything was new to me. Also, in first grade, I was introduced to the FM System. Then, as I was going through grades at APW, I had different TODS, which was very

strange. In my opinion, I did not like it all. Second Grade I had an interpreter that was not experienced. But, in Fourth grade, it got better, I was introduced to Stephanie Macro, as my interpreter, who was experienced in Sign Language. In 5th grade, this was the final change I was ever going to get, I got Charlotte Hall who was amazing! We had a lot in common."

"When it came to 9th grade, administration wanted to switch my interpreter/captionist. I was against switching, because it is hard to adjust to someone new and we worked well together. I have Speech-To-Text service, which is when a captionist types (captions) using C-Print software, the lecture and I am able to see the notes in real-time. Since I did not know a lot of the sign vocabulary, I did both; Captioning and Signing/Interpreting." "The basis of C-Print is printed text of spoken English displayed in real time, which is a proven and appropriate means of acquiring information for some individuals who are deaf or hard of hearing. A trained operator, called a **C-Print** captionist, produces a text display of the spoken information in classroom or other settings. At the same time, one or more students read the display to access the information. A C-Print captionist includes as much information as possible, generally providing a meaning-for-meaning translation of the spoken English content. After class, the text can be provided in paper or electronic format for the student to use as notes. My other support services consist of two people, TOD, varying from daily to two times per week, and audiology consults, monthly, one hour each."

"At home, my support systems consisted of; a little bit of sign language, lip reading and closed captioning. Closed captioning happens at both home and school. Usually if I was watching a YouTube video in a class, I would prefer sign language translations. At home, if I was watching television, I would use CC, word per word. I would not be watching the words all the time. Sometimes I would be watching the actor's lips."

"I enjoy watching really good show series, such as "Switched at Birth". It's about a Deaf and hearing baby getting switched at the hospital. Then, the families meeting up again to become one big family. I can relate to everything on that show, except the being switched part. I would have to say the best part about the show is Marlee Matlin because she makes it seem so real and is REALLY DEAF. She is such an inspiration to me. I want to be someone someday, just like Marlee, but a different lifestyle. Also, shows such as "NCIS", "Law and Order": "SVU", "Criminal Minds" and "To Rome



"I do a lot of lip reading, I can speak English and sign, but would like to learn more ASL."



with Love” have shown real societies with deaf people. This gives the world a chance to see what it is like for the deaf in the hearing world. This shows that deaf people can do the same things as hearing individuals.”

ADVOCACY:

“In everyday life, you are going to have to stand up for yourself in some situation. Self-advocacy is when you are need to support yourself to get your needs fulfilled. Examples in school would be; asking the teacher for the notes if your interpreter is not there, asking the teacher beforehand to talk facing towards you not away from you, and ask your teacher to speak toward your good ear. I mean sometimes asking someone to do what is helpful is not so awful.”

“When advocating for yourself, make sure you know what your rights are. Every Deaf person is allowed to have an interpreter in the doctor’s office, dentist office, and so forth, according to the, ADA, [Americans with Disability Act of 1990](#). ADA addresses the idea of anyone with a disability is permitted to have accommodations or services if they are needed. It was amended from the 1973 Act. For example, a pregnant Deaf woman would be allowed to have an interpreter in the room with her, while she was giving birth. Another ADA law supports individuals in a wheelchair; they would be permitted to have a ramp for equal access.”

“Live everyday like it is your last. Now and then you will get mad because you’re having a bad day over your hearing loss. I learned to accept it and that it would never change me.”

“Students with a disability in K-12 would either have an IEP, Individual Education program or a [504 Plan](#) to ensure that child receives specialized instruction, related services, or accommodations that will ensure their academic success and access to the learning environment. The 504 Plan, or the IEP, is there to help you throughout your school career. It can change anytime during the school year! Also, a CSE meeting, which can happen at any time, will ensure you receive the services and accommodations needed.” *“The Committee on Special Education (CSE) is a multidisciplinary team, appointed by the Board of Education. The CSE is responsible for students with disabilities from ages 5-21. “The CSE is authorized to identify students in need of services by determining eligibility, developing an Individualized Education Plan (IEP), placing the student in the least restrictive environment in which they can succeed and provide appropriate services to meet the c the ability not to bubble in the bubble sheet for exams. If my interpreter was not going to be there the day I have to take a quiz, I had a choice of not taking it or taking it.”*



STRENGTHS & CHALLENGES:

“My biggest challenge with my hearing loss, would have to be working with the public at a store; overcoming the fear of working and talking to hearing people. Another challenge would have to be learning how to accept the fact that I am going to have a hearing loss for the rest of my life.” Heidi has overcome obstacles by developing communication strategies that work for her in most situations.

FAMILY:

“My family has always supported me having a hearing loss. Sure, they did not expect me to have a loss, especially at such a young age. I was just like everyone else, and yet different. My extended family has not treated me differently either. In every family, there are conversations going on that makes everyone so talkative. My family has supported me by basically just loving me for who I am. My brother has also supported me with love. “Well, I was too young to support

you with money, so I supported you with love, always played with you, and showing you, that you were not different from myself or any other person.” “My parents have supported me by money stability.”

“I would have to say I stopped letting people put me down. Have I changed? No; I grew up. I stopped letting people push me around. I learned I could not be happy all the time. I accepted it. I accepted reality. My role model is my older brother. My older brother is my role model because I can go to him for anything and everything. We both have been through so much, it brings us closer together in life. We enjoy each other’s company. I love him so much with everything I have to give. My other role model would have to be Marlee Matlin. She is deaf, I know what she goes through, missing out on conversations and other things. But that does not stop me from being with my family, I like to be included in things. But sometimes I don’t like to be included, I’m one of those people who like to be alone. I like my peace once in a while. Yes, family gets on each other’s nerves, but they are the only family you have. Enjoy it now, before something happens.”

GOALS:

Heidi is a freshman at RIT/NTID in Rochester, NY in the fall. She will pursue a path in the medical field and maybe transfer to another college. “After I get my license, I want to work at St. Joseph’s Hospital in Syracuse, NY. Then, I will work toward my other goal, which is to go in the Air Force. I know lots of people say ‘You cannot go.’ I have done a bunch of research, I am fine. I have seen a recruiter for some help with it. I’m doing the weekend drills as a reservist.” Heidi has been positive throughout high school and her hard work has paid off! “All of my life, I wanted to become someone brilliant in life. I wanted to make my parents proud of me. I decided college and military were the best things I could see in my future. I chose the military because most of my family has been in the military and I would like to carry that on. My grandmother was in the Air Force, back then it was Army-Air Force. My Grandfather was in the Marine Corps. My uncle also served in the Air Force and my cousin Chris served in the Marines. College was another choice of mine, where I will be going in the medical field.” As each day ends with a “Good night” and “I love you more than the world” from my parents. Sometimes I go to bed with two things on my brain: hearing loss and goals. Growing up, I only had two dreams. One was to be a cowboy and another was to be in the military. I grew up extremely patriotic and riding horses.” ●

Eh Wah



EDUCATION:

Eh Wah lives in Utica, NY. He attends New York State School for the Deaf (NYSSD) in Rome, NY. He is a senior and is preparing to graduate in June and is very excited! There are six students graduation this year. During the week, Eh Way stays in the dormitory on Monday and Tuesday nights and goes home on Wednesdays. "All students at NYSSD are deaf. I started school at NYSSD when I was 11 years old. Before NYSSD, I lived in Burma. I attended a little bit of school in Burma (or Myanmar as it is currently named), but not much."

"I quit school when I was around seven or eight years old. I was deaf and there was no sign language, so I couldn't communicate. Instead, I stayed home with my parents and worked. I helped by carrying things and fetching water from the river. The sand needed to be removed from the water before it could be used. I took care of the family's animals: turkeys, chickens and pigs. It was kind of like a farm. My home was made of wood with a dirt floor. There was a net over the house to protect from the many bugs. My seven hearing siblings and I shared a room, while my hearing parents had a separate room. We did not have electricity, we used candles for light. We had a fire for cooking, and used water in a big bucket from the river to wash."

"Our clothes were mostly shorts, a shirt, and sandals. We had special cultural clothing and dresses for special occasions. I still have my special clothes. It will be up to my parents whether I wear them on graduation. We love watching soccer. Food is very different. In Burma, we eat rice, eggs and other things I don't remember because I was too young when we left. At home we still eat Burmese food. I like all American food, especially

submarine sandwiches!" Many Burmese families settled in Utica. "My family and Pee Eh Det's family know each other. We go to the same church in Utica. Karen culture stays alive amongst us."

Eh Wah's favorite class is reading. "I like Reading class because it helps me learn and understanding things." He took elective classes such as; American Sign Language (ASL), Senior Seminar, Career Prep, workshop, reading, and MAC. As part of workshop, Eh Wah has an off-campus job at Price Chopper in Utica. He works on Thursday, Friday, and Saturday. He rides his bike to work and takes a bus in the winter. Eh Wah's job includes cleaning and emptying the recycling machines, washing windows, emptying the trash, collecting shopping carts, and helping people with their groceries. He works by himself and plans to work full time after graduation.

**"My coach helps me,
by signing
and encouraging all of us."**



Eh Wah participated in sports while at school. He played on the soccer, basketball, and softball teams. "My coach helps me, by signing and encouraging all of us." Eh Wah does not use amplification at school or in the community. "I used to use hearing aids a long time ago, but they bothered me. I didn't like to hear people yelling."

“If I could change one thing about NYSSD, I would have more deaf staff. I also wish there were more deaf staff in the dormitory, so we could go out to more places.”

AWARDS & ACHIEVEMENTS:

2011: Model Student, Academic Perseverance- Reading, Merit Roll all quarters

2012: Academic Perseverance – Math and English, Campus Company (workshop)

2013: Most Improved Student, Peter Savino award (physical education), Academic Achievement- Social Studies, Academic Perseverance – English, Attorney General’s Triple C (commitment, courage, community).

2014: Career Prep II best student, Academic Achievement – Reading

2015: Career Prep II best student, Academic Perseverance - Reading

Eh Wah has also received many sports awards related to soccer and sportsmanship. Recently, Eh Wah was recognized as a [Teen All-Star](#) for being a model student and his participation in many activities.

HEARING LOSS:

Eh Wah has a bilateral, profound sensorineural hearing loss. He is not sure at what age that happened, but he remembers that he was young. He did not use hearing aids when he lived in Burma.

He first tried hearing aids when he came to school at NYSSD, he was about 13-14 years old. Hearing aids were used for a few years, but then Eh Wah decided he did not want to use them anymore.

He hasn’t used them since. “I like being deaf. I don’t know any other way.”

COMMUNICATION:

“In school I use American Sign Language (ASL). At home my family does not understand or use ASL. At home I have to write and use gestures to communicate. Sometimes writing is hard because my family cannot read English that well. My family uses Karen to communicate. I am not very good at speechreading. I communicate with my deaf friends by using ASL and with hearing friends we write and use gestures.”

“It was sort of hard to learn sign language (ASL) and English. I first started learning on the internet, using pictures and videos. [ASL Pro](#) was a website I frequently used. I started with the alphabet. I cannot read, write, or understand Karen. My parents speak only Karen, while my brothers and sisters know English. One brother knows both Karen and English. He recently moved to North Carolina. My other siblings attend public school in Utica.

STRENGTHS & CHALLENGES:

Eh Wah is used to encountering communication challenges. “I am deaf and communicate using sign language. Most people in the community do not understand sign language. When I go to a store or a restaurant, I have to communicate with people who do not know how to communicate with me.” He has adapted strategies to help overcome those communication challenges. “I know that I have to lead the communication. I need to have paper and pen ready to write, or my cell phone to show the words I write.” He has learned he can go to the same places hearing people can go to. He can go into a restaurant and order his food. “It just might look different than a hearing



person ordering their food because they talk, I do not.”

SUPPORT SERVICES:

He has a Smart Phone and he uses it all the time for communicating. “I text people, I check the news to see what is happening around the world, and I use my Smart Phone for email.” Another technology tool he uses is Closed Captions. He always uses CC when watching TV or movies. “I do not like television much, I like to go out with friends, to shop, to the movies or to play soccer. I also enjoy taking walks.”

ADVOCACY:

“At NYSSD my teachers use sign language. I am lucky because I know in some schools, not everyone knows and uses sign language. I had equal access in school.”

Eh Wah has developed strategies and self-advocacy skills to help him overcome times when conversations are difficult to understand. “I never understand spoken language, and I cannot read lips! If I don’t understand sign language, I sign “I don’t know.” Sometimes I wait and ask a friend or staff that I am comfortable with, to help me understand what I missed.”

He has learned how to compensate in challenging social situations with peers. “Since I can never hear, I have to figure out things by gestures and facial expressions.”

GOALS:

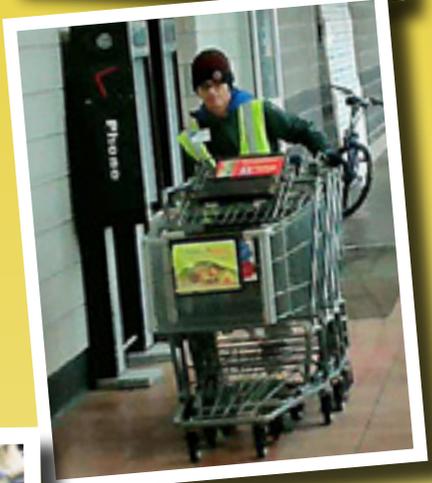
“I would like to continue to work at Price Chopper in Utica. Right now I clean, empty the recycle machines, and collect shopping carts. I would like to work in the deli department.”

FAMILY:

“My family tries to support me. My brother helps me communicate sometimes. He knows both Karen and English. Nobody in my family knows sign language. My family tries to communicate with me. They speak Karen and some English. Nobody uses sign language. At home, I try to write to communicate, but my parents have a hard time reading English. Most of the time we use gestures. I enjoy playing soccer. I also like to hang out with my brothers and friends.”

ADVICE:

“Focus on your education. Do not fool around in class.” ●



EDUCATION:

“I attended Paul V. Moore High School in Central Square where I was mainstreamed with hearing students. The high school consisted of about 1,200 students. I’ve always been mainstreamed growing up. I also was in an awesome deaf program that was self-contained where I had a Teacher of Deaf working with me to improve on the areas that I was struggling with. I also had great resources such as being able to have interpreters, note takers in my classes, and notes from my teachers who were giving lectures. I had an interpreter accompanying me to every class. While growing up, I had the typical EI (Early Intervention) – a TOD, SLP, etc.”

“My favorite subjects are Social Studies and English. I love to read and I especially love to read about what happened a long time ago: why, when and what happened. Not just that, but I also love to read pretty much anything – I can make a “movie” in my head when I read. Least favorite – math. I’m serious. I hate math. I am so lousy at math that one of my TODS had referred to my math, as ‘Heather’s math,’ because I’m just that amazing at creating answers that came out of nowhere!”

“The electives I took in high school (memories are a bit fuzzy ☺) were a lot of creative writing and literature courses. I also took a few art and photography classes. I didn’t like to be restricted in just one area, so I took a few different electives. Not just that, but I also was advocating continuously for a fun deaf field trip for all of the deaf students. So during my senior year, I organized our very first trip to Seabreeze and it was a huge hit. I am very pleased to see it being continued for year after year. I did something awesome!”

“As for my after school activities, I was part of yearbook club for a year, but other than that, I was always working or taking care of my younger brother. My job was a dishwasher or a house cleaner.”

“I don’t think I would change much about my deaf education program – hey I turned out pretty good didn’t I? – but really, I always wished there were more deaf peers that I could relate to, because sometimes being a deaf student in a mainstreamed school can get a bit lonely.”

She currently does not wear any hearing aids or CIs, by choice.

Occasionally, she was an honor student, but does not recall awards she may have received because that was more than 10 years ago!

HEARING LOSS:

I am profoundly deaf. The type of hearing loss that I have is SNHL. My hearing loss was detected at 9 months old. I don’t

Heather
Moffett



“I live in the South! I live in Duncan, South Carolina. I am 31 years old. I’m a bit too old to be IN high school, so I’m a teacher now at South Carolina School for the Deaf and Blind. I teach resources from kindergarten to eighth-grade working on ELA. Before that, I taught Social Studies to deaf students. I am engaged to Heath Newsome and have three daughters, ages 8 years, 4 years, and 2 months. I graduated from RIT with a bachelor’s degree in psychology and a master’s degree in deaf education.”



remember how old I was when I first was amplified.

How do I feel about my hearing loss? I'm proud to be Deaf, because it is a part of me. If I wasn't Deaf, then I wouldn't be the person that I am today. I get to educate others about being Deaf, and teach them that it isn't a tragedy. I understand when hearing parents receive the news that their child is deaf their first reaction is to grieve, but when my mother and grandparents found out, it was no big deal. It wasn't life threatening to me. I wasn't in any way or form disabled to my family. I just couldn't hear. I still was their daughter and granddaughter. It doesn't limit me from what I can do. Sure, there are struggles that I will always have to deal with every day for the rest of my life, but don't we all have struggles?

I use ASL to communicate, but while growing up, I used SEE then I started to use Pidgin sign language which was a

mixture of SEE and ASL but when I got to RIT, there were a huge immersion for me where I just fell in love with Deaf culture and ASL. I also can speechread (but I'm not that great of an expert) I also can speak some words and do TC a bit for these who requires me to use my voices. My children are hearing, but use ASL with me. (ASL was their first language believe it or not) and my fiancé uses Pidgin. He grew up oral and used SEE at the same time, but when he got to RIT himself, he also became more ASL, but still uses some SEE.

STRENGTHS & CHALLENGES:

Challenges that I have faced while being deaf are countless. I've had hearing people make fun of me for being deaf and having a funny voice when I talk. I've had hearing people mock me when I sign and use pseudo sign language. Not just that, but I've had people stare

at me when I use ASL. (Not a big deal). I've had doctor appointments where there were no interpreters. Once I was in a car accident and when the police were called, they did not treated us with respect because they did not know how to deal with us. I've had people ask us stupid questions, such as "Can you drive?" "Can you do this... and that...?" I also have had teachers at

“I'm proud to be Deaf because it is a part of me. If I wasn't Deaf, then I wouldn't be the person that I am today.”

RIT who were not very understanding of deaf culture and the needs that we required. (Like uploading PowerPoints



for us to look over, or give us enough information to understand the class).”

“Since my children are hearing, I require an interpreter for all the events that are happening at the school and teacher-parent meetings. When my oldest started kindergarten, her school was very clueless about how to provide the appropriate services for deaf parents. We really had to educate them, explaining that we have to have an interpreter for all the events that we are required to show up at and that our interpreters must be certified not just anyone who can sign a little bit.”

“The strengths I’ve had are to stand up for myself, and educate them on what I need in order to be accommodated properly. If people were bullying me, I either told them to knock it off or I ignored them. Luckily, with my school district where I grew-up, they offered ASL classes for the students on a regular basis so it was very rare for me to be bullied.”

“I also am a very outgoing person so I don’t have any problem making friends. But being deaf, makes me understand people on a deeper basis. I have more empathy because I understand

struggles. That’s one of the many reasons why I am a teacher of the deaf. They need a role model.”

SUPPORT SERVICES:

“As I have mentioned before, I had a deaf program where I could get the resources I needed such as interpreters, the assistive technology that I would require to use such as phonic ear system (which I HATED and avoided every chance I could!) and hearing aids (I rarely wore them.... And my dog ate my hearing aid molds.... Boy, my mom was ANGRY!) I also used a speech therapist and a counselor. The support services that I would be getting at home were by using CC on TV since, obviously, I can’t hear or understand what they are saying on the TV. I also had a [TTY](#) to be able to communicate on phone with my friends and family. Those who are reading this, - the young deaf students will be surprised by how ancient I am. I used TTY on a regular basis until I arrived at RIT in 2004. That was the first time I used a [Videophone](#) where I could see the interpreter on the TV and be able to communicate more freely and more accurately since with TTYs, you couldn’t really see if I was happy or upset or whatnot. Those who know me - I can be very expressive and a bit of an actor with my body language so I need to be clear with the interpreter so the VP really helped me. I also got my first cell phone which was a sidekick (Gasp.... I AM OLD!), and I could text with friends and family at any time I wanted. I eventually got a BlackBerry when my Sidekick kicked the dust; now I have an iPhone. The iPhone is a great resource for me to use because I can Facetime my family and friends when I need to. I also can text and use notes to be able to communicate with hearing people if I did not have a piece of paper and pen with me. I also use it for emailing people or to jot

down notes to remind me of stuff that I would normally forget. I also use a calendar to see what dates I will need to put down for important events. At RIT, I used interpreters and C-Print for my classes. I loved C-Print because it detailed everything what I missed in the class and it also would include some information that the interpreters might have missed. “

“Also, I use a [sonic boom alert alarm](#) to get up in the morning - it vibrates and use a light strobe to wake me up. I also use a baby cry alarm to alert me when my babies are crying and need to be picked up. I use my iPhone to be able to communicate (and take a thousand pictures of my kids). I also use VP services such as [Purple](#) to be able to call to make appointments or order take-out. In addition, I use Purple to call parents of my students. I also have a door bell and a fire alarm strobe.”

ADVOCACY:

“For many social situations, I make sure that every person that I am interacting with is aware that I am deaf and I will need them to look at me when they are talking. If I cannot understand, we use paper and pen or a phone to communicate. I’ve detailed out some examples in the strength and challenges such as obtaining an interpreter for myself for the events that I would need. For my mainstreamed school, I’m not too sure. I had interpreters and everything, sure, but it was also hard for me because I couldn’t always really freely participate in conversations with those who did not know sign language – but then again, I never really thought about it. I think it was more of wishing that I could have learned more about Deaf culture where I could understand myself. But high school was a pretty good time for me, mostly. There were times where I got lonely and wished for deaf peers, but I had some pretty good

hearing friends. At RIT, it was a great time for us because we could get what we needed – an interpreter or C-Print without too much struggle. RIT has NTID there and RIT is very aware of the deaf and our community and what we need. RIT also was a time where I truly found myself - my identity- and

that was also when I met the love of my life and then started to have a family there. RIT is a huge part of my heart; Rochester always will be my home. Look above in the support services for how I interact with hearing people. I also try to speech read as much as I could, but if I get stuck I use my phone



or paper to communicate. If they sign, AWESOME! Also, look above for how I advocate for myself. While at RIT, I met so many Deaf people who communicated in different kind of ways – oral, tactile (for these who were Deafblind) and sign language. One size truly does not fit all – because not all of the Deaf people have the same needs.”

“For my job, I get equal access because I am a TOD at a school for the deaf and half of the teachers who work there are deaf, so we all get interpreters when we need, and the technological resources that we will need such as a Promethean Board, laptops and many others to list.”

“My oldest received speech therapy for a year when she was two years old. She attended preschool to help her speech. She really didn’t need much of it, but it helped her her pronounce some letters better. As I have said, my girls’ first language was ASL. My oldest’s first sign was mom at four months old. My middle girl’s first sign was milk when she was six months. By the time they reached the age of one, their vocabulary was incredible. They knew more than 100 words and easily expressing their needs without the temper tantrums that would often accompany many kids who are hearing and learning how to speak. I have yet to see my youngest’s first sign since she was just born. My middle daughter did not have to receive speech therapy because of her older sister, and also because of some hearing family members who live near us in the south.”

GOALS:

“My goals are: to be the best mom for my kids and the best teacher of the deaf for my students who are deaf, to be a role model and support these deaf students, who need me advocating for them. My students often will tell me that I’m a crazy teacher who makes them work hard and earn it. I also

make them advocate for themselves without relying on other people to do it for them. My professional goal is to maybe earn a M.Ed. or possibly a Ph.D. I haven’t decided if I am fully done with school. I love learning and probably will continue on to obtain a Ph.D. In what? Deaf Education, probably. Or maybe something different – remember I don’t like to be restricted in just one area.”

“My role model was always my grandmother Carol Chapman. My mother had me really young, and my grandma was always a big part of my life growing up. I’ve always loved how dedicated she was to her grandkids and how supportive she was of me from the very beginning. It was very hard for me when she passed away.”

ADVICE:

“For the parents who have recently learned their child is deaf, please don’t think it’s the end of world, or that your world has collapsed. Being deaf isn’t a bad thing. It’s not your fault. It’s no one’s fault. Please don’t prevent them from many options that they could use while growing up as a Deaf person. Please expose them to many options. You do not have to be restricted just to ONE option. You want your child to be able to speak? Fine, get a SLP. But also please offer them the possibilities of ASL because it really does help. ASL helps so much with language acquisition and is a great resource in the critical time period. Expose to them to Deaf culture. You are their biggest role models and always will be, but you also need to provide some Deaf role models because they can show your child how to navigate the world as a Deaf person.”

“For the educators: Being an educator myself, it is extremely important to be updated all the time. Learn as much as you can. Learn more technological resources that will help our deaf

students. Don’t tell your students they can’t. Because they truly can perform to their best potential. Every student has potential.”

“To the Deaf/HH Students: work hard. Don’t sit around and expect the world to give you everything that you need. You will have many struggles throughout your life, so make sure you advocate for yourself as much as you can. Speak up for what you need. Don’t be afraid to show that you are a strong Deaf person. But more importantly, don’t allow people to tell you can’t do anything. They can’t stop you - only you can stop yourself.” ●

“Being deaf makes me understand people on a deeper basis.

I have more empathy because I understand struggles.”

Check your knowledge of the following terms:

Equal Access for Deaf and Hard of Hearing

<http://phb.secondsensehearing.com/content/equal-access-deaf-and-hard-hearing>

Hearing Loop

Magnetically transmits sound via hearing assistive technology using telecoils (T-coils).

<http://www.hearingloop.org>

International Sign for Deafness

This sign posted at a business or community event means that there are services available for the deaf or hard of hearing.



International Sign for Deafness

CODA

Children of Deaf Adults.

<http://www.lifeprint.com/asl101/pages-layout/coda.htm>

Hearing Socks for your Listening Device

A “cool” way to protect your hearing device from moisture.

<http://www.gearforears.com/products>

EDUCATION
is the MOST
POWERFUL
weapon which
you can use TO CHANGE
THE World

NELSON MANDELA



Mexico Academy High School



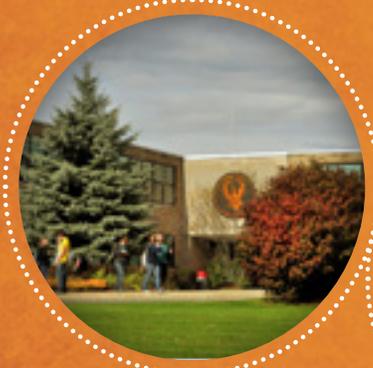
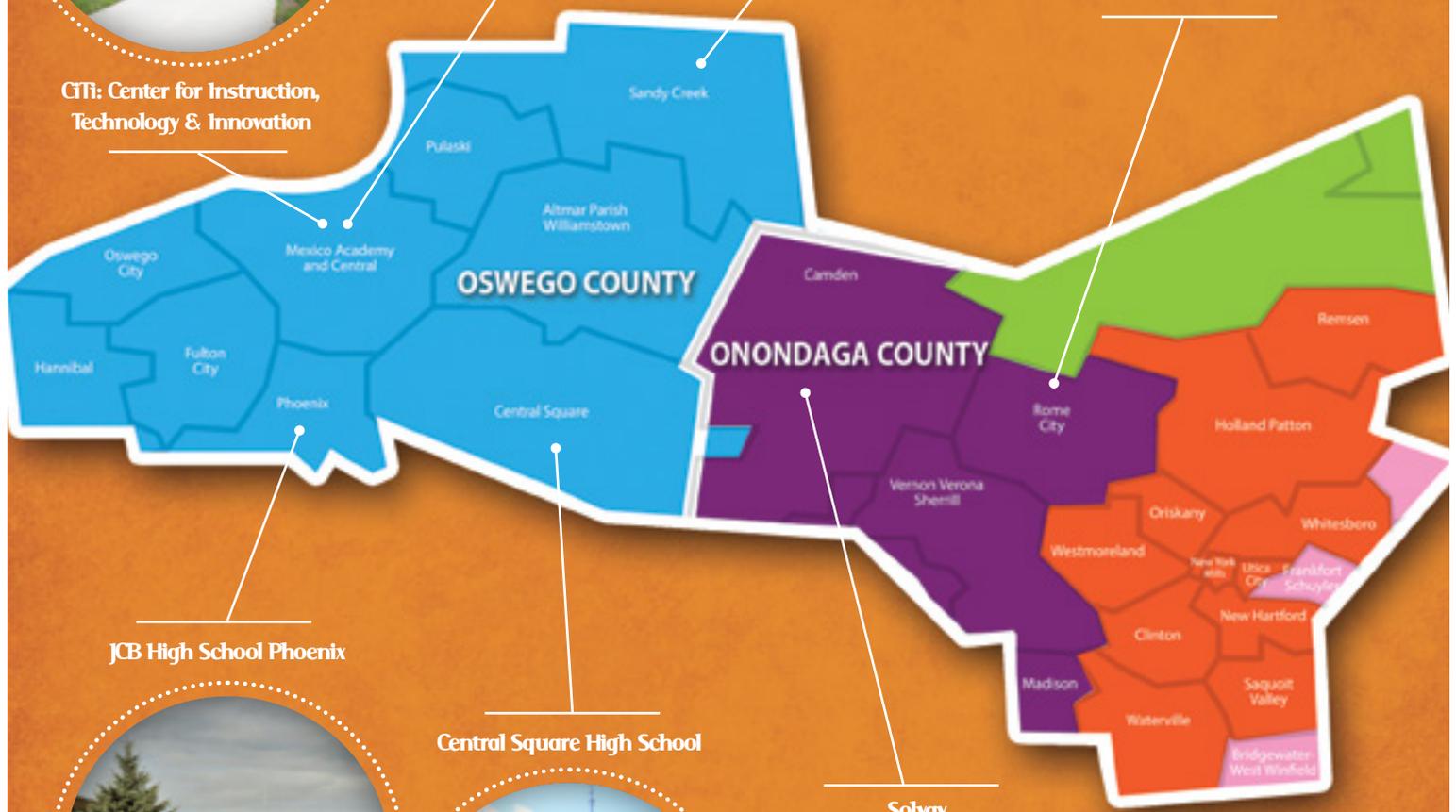
Sandy Creek



New York State School For The Deaf



CTI: Center for Instruction, Technology & Innovation



JCB High School Phoenix



Central Square High School



Solvay