

NDSR/RCDHH
is a division of the
Department of
Public Instruction,
Dr. Wayne G. Sanstead,
State Superintendent

Connections

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

2011 - 2012

INSIDE THIS ISSUE:

I See What You're Saying	1-3
Emma's Story	4
How to Test an FM System	5
ADA regulations implemented in March	5
Captioning offered at Fargo movie theaters	6
Upcoming conferences (national & state)	6 & 10
Change of name for NDSR	6
How to access services from NDSR/RCDHH	7
Helping children at family gatherings	8
World largest Silent Retreat	8
ADA & acoustical accessibility	9
Need assessment assistance or consultation?	10
New Pediatric Audiologist in Minot	10
North Dakota Chapter of Hands & Voices forms	11

I See What You're Saying

By Samuel R. Atcherson, PH.D, and Rachel Smith, M.S.
Taken from Fall 2010 Hearing Health Magazine

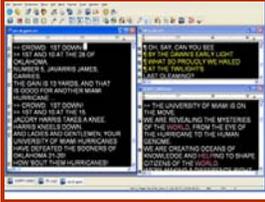
You pick up your remote to turn on the TV and do a little channel-surfing. For many people with hearing loss, this is also the time to activate the TV's closed-caption (CC) function. Closed-captioning makes otherwise inaudible speech readable: words spoken on the nightly news, favorite sitcoms, a documentary or sporting event. Text displayed on screen brings these programs to life for people with hearing loss. As for movies, we've come to expect the option to see subtitles in English as well as other languages. Clearly, people with hearing loss aren't the only ones to benefit. Subtitles and captions aid comprehension for everyone in noisy environments, like sports bars or airports. The case for text on screen has been irrevocably established.

Now imagine how helpful it would be to a student with hearing loss to be able to read everything that is spoken in a typical classroom lecture or discussion. Believe it or not, the technology is already available to achieve just that. Known as speech-to-text services, this technology captures auditory information (speech) and translates it directly into a readable format (text), in real time.

A major obstacle for students who are deaf or hard of hearing is not having complete access to auditory information presented in the classroom. Noisy classrooms, group discussions and even the limited ability of younger students to sit still can make it difficult to hear the teacher and other students. Another problem with noise is that teachers tend to talk louder to compensate for the loud noise. But talking louder is not only physically exhausting, it can also exaggerate or distort the sounds of speech. Over the course of the day, as teachers get tired of speaking, they will normally begin to talk more softly, which makes it even more difficult for a student with hearing loss to understand them.

In many cases, a personal assistive listening device (ALD) or classroom speaker system is provided as an accommodation for these students so that they can gain better access to auditory information. However, if the student depends heavily on lip-reading or speech-reading, auditory information may only be of limited help. Depending on the age group or the type of class, the teacher may need to move around the classroom and the student with hearing loss will lose visual contact with the teacher's face if he or she turns around or walks away. Students who do not use hearing aids or other "auditory" devices may use a sign language interpreter but this option is only beneficial for those who communicate fluently in sign language.

I See What You Are Saying - cont.



Sample of CART display screen

This article was taken from Hearing Health Magazine which is a publication of The Deafness Research Foundation.

Anyone may sign up for this free quarterly magazine by going to <http://www.drf.org/magazine+signup/>

You may access it from the website and/or have a hard copy mailed to you. It contains several articles related to hearing loss and features many people who are dealing with a hearing loss.

Students with hearing loss often have the added challenge of trying to take their own notes, and the moment they take their eyes off the teacher or the interpreter, they may miss important information.

Speech-to-text services solve the glitches in current classroom accommodations and provide benefits for all students. Spoken auditory information is transcribed and displayed on a projector screen or laptop display almost simultaneously as it is being spoken. An electronic or paper copy of the entire lecture as it was produced is usually available afterwards - potentially benefiting even hearing students.

Speech-to-text services are generally categorized into three broad groups: steno-based Communication Access Realtime Translation (CART), text interpreting (C-Print or Typewell) and automatic speech recognition. Each of these services requires a specially trained professional who knows how to properly set up and operate the software and equipment. CART and text interpreting services require that the provider listen and type while automatic speech recognition requires that the provider listen and speak. Providers undergo many hours of training and practice to develop and improve their efficiency and accuracy in listening and typing or listening and speaking, at the same time for fairly long durations. For extended classes or sessions, there may be two providers who work as a team, enabling each one to take breaks at regular intervals. Additionally, most if not all of these services can be provided remotely - without a provider being physically present. This is ideal for rural or small town schools where resources may be lacking.

CART providers use a stenograph or steno-type machine. Unlike the traditional computer keyboard, stenographs have two rows of keys without markings. Rather than typing each word exactly as it is spelled, the provider uses a shorthand method in which various keys are pressed in particular clusters to construct each word. CART has the advantage of being practically verbatim - that is, every word that is spoken, regardless of relevance to the lecture, is captured and typed. A potential disadvantage, however, is that a lecture may produce as much as 20 pages of transcript!

With text interpreting (C-Print and Typewell) the provider uses a laptop computer and employs a partial shorthand method. Although all letter keys are available on a laptop computer keyboard, abbreviations of common words are typically used to form whole words. Long words can often be written without the vowels and the software will select the closest word match possible and fill in the vowels. The output of text interpreting typically uses a meaning-to-meaning approach, rather than a verbatim approach. Unlike CART, where every single word is transcribed, only the main points of the information are included and any repetitions and corrections that the teacher makes are not included. Text interpreting is a lot like American Sign Language interpreting because the full meaning of the message is relayed without having to translate every word. Because of the meaning-to-meaning approach, a hard copy of the lecture will take up fewer pages than a CART transcript. Certain versions of C-Print and Typewell allow students a more interactive experience. For example, if the output of C-Print or Typewell is projected to another laptop, then the student may have the option of adding their own notes, or deleting anything that they feel is irrelevant.

I See What You Are Saying - continued

Finally, automatic speech recognition involves the provider speaking into a special mask with a built-in microphone which enables everything the provider says to be transcribed automatically by computer software. Because of the speech recognition capabilities of the software, little to no typing is involved. For automatic speech recognition to work well, the provider sets up a profile and “trains” the software, correcting common errors for that user. Whenever the computer misunderstands a word, the provider can correct it immediately or later when reviewing the transcripts. Like CART, automatic speech recognition is practically verbatim.

Whereas none of these services are perfect, speech-to-text providers are trained to provide the highest quality service and to ensure that their equipment is working properly. Nonetheless, the providers are human

Service	Attributes	Output Examples
CART	Verbatim-ness: High Accuracy: High No. of Pages: 15-20 Typing using a special keyboard	Teacher says: “I forgot my textbook in the office. Oh, wait a minute No, I have it here. Okay, let’s get started now. This science experiment can be done in Australia, Europe, or South America and the results is always the same because the elements are the same.” Display Reads: Exactly the same
C-Print/ Typewell	Verbatim-ness: Medium to High Accuracy: High No. of Pages: 6-10 Typing using a laptop computer	Teacher says: “This science experiment can be done in Australia, Europe, or South America and the result is always the same because the elements are exactly the same.” Display reads: This science experiment can be done anywhere in the world and the result will always be the same because the elements are exactly the same.
Automatic Speech Recognition	Verbatim-ness: High Accuracy: Medium to High No. of Pages: 15-20 Speaking into a special mask with built-in microphone	Teacher says: “Good morning! Are you ready to learn about the history of this great nation? Let’s start with the Civil War. Display reads: Could morning! Are you ready to learn about the history of discrimination? Lettuce start with the civil war.

beings who may not always feel their best every day, may be ill or might need to miss work. Though rare, all technology is prone to glitches. Therefore, having a backup plan is wise.

At present, speech-to-text services are most commonly used in educational settings at larger

universities, though they are also provided in secondary schools when included in a student’s individualized education plan (IEP). In these cases, the university or school usually bears the cost of the service, which is comparable to that of certified sign language interpretation. In a school setting, the speech-to-text provider follows the student to each class where the service is needed. Thus the provider is a team member in the education of and advocacy for the student. However, the provider is not a personal messenger to communicate with the student. The provider uses time between classes to set up and pack the equipment for transport.

Speech-to-text is useful in other settings as well, such as for transcribing legal proceedings in the courtroom. And it is not unusual to see these services at large conferences. The output of the speech-to-text service is prominently displayed on a large screen so that anyone in the audience is able to read the text.

Speech-to-text services are a great resource for people with hearing loss, as well as the public in general. Each of the services described above is an attractive option for visual and readable access to spoken auditory information. Not only is the information displayed in real time, but the same information is likely to be just as easily accessed later for comparing notes and studying. They powerfully contribute to making information accessible to all.

Emma's Story

By Kellie Wickman, mother of Emma

Emma had a newborn hearing screening in the hospital before we took her home. She failed. We were told by the nurse that discharged us that we shouldn't worry about it too much because it was pretty common for false results to come back. She did tell us that we should schedule a recheck with an audiologist in the next couple of weeks.

Two weeks later we had our first ABR. Emma had failed some parts of it and passed others, confused, we scheduled another one. Two weeks later, she failed her second ABR. We were told to seek a second opinion, so decided to go to Mayo Clinic in Rochester, MN. Four weeks later at Mayo Clinic it was confirmed that Emma had Auditory Neuropathy on her left ear (which is why she passed some of her testing) and severe sensorineural loss on her right. We came back home to North Dakota where Emma was fitted for her first hearing aids, she received them when she was four months old.

Emma was enrolled in Infant Development and the Parent Infant Program through the North Dakota School for the Deaf where she was given a Teacher of the Deaf. What a blessing! With all the emotions and fright about how we were going to communicate with our daughter, we started signing to her at 2 ½ months old. Emma seemed natural at picking up on sign language and was so attentive to us and her surroundings. Her hearing aids were a challenge to start with, but with the expertise of our outreach provider, we came up with creative solutions to keep her hearing aids on. She bonded quite well with them after about a month.

Then came the time to make a decision about the possibility of a cochlear implant on her left (auditory neuropathy) ear. It was an agonizing decision as we saw our little girl thriving with her new language (sign), and frankly we saw her as a totally "normal" infant, with the exception that we found ourselves limiting her exposure to the outside world because not everyone was able to sign with her (speak her language). As we watched Emma grow and saw her love and need of interaction with others, we decided to visit with all sorts of people (deaf, hard of hearing, parents, teachers and children) to get a feeling as to what would be best for her. It became obvious. If Emma were to be able to communicate with everyone equally, she would need to have better access to sound. We made the final decision when Emma was about ten months old and at 14 months she was implanted in her left ear. It worked beautifully! She hears very well out of her left ear! She can even hear the birds (morning doves) that I was afraid she would never be able to hear.



Emma's language skills have always been above average, even for a hearing child. Her personality is thriving although I believe strongly that it would have with or without implants. We wish there was a little more access to the deaf community and other deaf and hard of hearing children, because we feel that although she hears remarkably well, at the end of the day when her implant comes off, she is still our beautiful deaf daughter. We have had a fabulous experience with a signing class we took last year and would love to see a deaf community program develop where anyone who is deaf, hard of hearing or interested in building relationships with us could come.... still in progress!

Emma is scheduled to have her second implant next week. Her right hearing has deteriorated in the last year and she has entered into the profound category. She also has some trouble with localizing sound and we are told this should help with that. She panics when she can't find the source of a unfamiliar sound. The same agonizing decision has plagued us, but this time we were able to make the decision with Emma's help. We (my husband and I) sat on the couch a few weeks back chatting, Emma was between us. She was taking her left implant off and moving it over trying to get it to stick on her right ear, telling me that she wanted to be able to hear us both, at the same time and same level. Decision made, prior approval gotten and surgery set, a second implant is what she is asking for.

We feel incredibly blessed by our little girl and all the people from the early screening process to our amazing outreach people and our deaf and hard of hearing friends we have made. Emma's success, in part, will always be due to North Dakota's Early Childhood Screening. Thank you!

A student is complaining about an FM system. I don't wear hearing aids. How do I test the system?

From PePNet Fall 2010

In general, you can plug a headset into the receiver and listen, just as you would with a CD player or iPod. Have someone speak into the microphone on the transmitter and make sure all the components are turned on and you have adjusted the volume. This will tell you the quality of the sound being provided by the transmission system. If the sound quality is not good, you might change the batteries and also test in multiple locations to see if there is interference. If the sound quality still is not good, contact the manufacturer to find out about maintenance for the device.

If the student is using telecoils (an option on some hearing aids and cochlear implants) and a neckloop instead of headphones, you would need a separate induction receiver, sometimes referred to as a "neckloop tester." Induction receivers look similar to FM receivers. They have a jack for headphones and an

on/off volume control. After you have listened with headphones plugged into the FM receiver and you know the transmission part of the system is working, you can test the neckloop. Plug the neckloop into the FM receiver and move the headphones to the induction receiver. Now place the induction receiver next to the neckloop, and have someone speak into the microphone connected to the FM transmitter. You'll hear what is being broadcast through the FM system. If all the elements seem to be working, the student should have his or her telecoil checked out. If it is not working, there may be some problem with the neckloop (wires are easily bent or broken in neckloops).

Of course, you need to be sure the induction receiver is functioning, too. You can try this out by holding it up to the telephone speaker when it is off the hook. You should be able to hear the dial tone through the headphone. Most landline telephones should give off a

magnetic field that will be picked up by the induction receiver.

With cochlear implants, it may be necessary to either try the same equipment out on a different cochlear implant user or bring in a specialist who can evaluate the CI and how it is interacting with the equipment.

Caution: You should check the equipment in the room where it is malfunctioning and involve the users (both speaker and listener). If the speaker is not using the microphone correctly, that can be a simple problem to fix that you won't realize if you don't observe it. Sometimes the equipment will pick up interference in a particular environment or when other equipment is turned on in an environment; thus, testing the equipment in your office may not produce the same results.

For more information on these topics, visit:

www.beyondhearingaids.com
www.hearingloss.org
www.hearinglossweb.com
www.wou.edu/~davis



"In general, you can plug a headset into the receiver and listen, just as you would with a CD player or iPod."

ADA regulations implemented in March



Revised regulations impacting Title II and Title III of the 2010 Americans with Disabilities Act (ADA) went into effect March 15. The amended regulations contain many new or expanded provisions on general nondiscrimination policies, including the use of

service animals and providing interpreter services through video conferencing. Title II covers nondiscrimination in state and local government services, while Title III covers public accommodations and commercial facilities. For more information, see www.ada.gov.

Captioning offered at Fargo movie theaters

The company, Marcus Theatres, now offers CaptiView Closed Caption Viewing System in most of their auditoriums for deaf and hard of hearing movie goers. In North Dakota, there are two Marcus Theatres in Fargo which are Century Cinema and West Acres Cinema. No more waiting for an open-captioned movie to show at an inconvenient time once on a Friday, Saturday or Sunday. Marcus Theatres in Fargo are now equipped with ten CaptiView captioning systems at each theater, making every movie (that comes captioned) and every show time accessible to patrons who rely on captioning. The only exception would be the 3D showings.

The CaptiView system consists of a small, Organic Light Emitting Diode (OLED) display on a bendable support arm that fits into the theater seat cup holder. The device receives encrypted closed captions on a wireless band frequency. Patrons still need to request the device from the theater's guest services counter and unfortunately may still need to educate the staff about the service. You may have to plan for an extra 15 minutes for them to seek out the device. Also, the device does not always fit snugly in the cup holders and the moviegoer may have to hold it down or put up with a leaning screen.

Showtimes are listed online at Marcus websites (no symbol are given since all showings are accessible), and at www.captionfish.com.

It has also been learned that River Cinema Theater in East Grand Forks, Minnesota offers a showing of an open-captioned movie once a week. Each week there is a different movie they show with open captioning which is where the words are displayed right on the movie screen. Check the following to see what movie is playing www.movietickets.com/house



- ◆ Captiview can be used from ANY seat in the auditorium
- ◆ Easy-to-read high contrast display with privacy visor
- ◆ Adjustable for optimal viewing
- ◆ Flexible mount easily fits into each seat's cup holder
- ◆ Available for most movies and show-times
- ◆ CaptiView device available upon request at theatre box office.

Upcoming National Conferences and Events

Early Hearing Detection and Intervention (EHDI) Conference

March 5-6, 2012
St. Louis, Missouri

National Council for Exceptional Children (CEC)

April 11-14, 2012
Denver, Colorado

Hands & Voices National Leadership Conference

June 21-23, 2012
Hood River, Oregon

A.G. Bell Biennial Convention

June 28-July 2, 2012
Scottsdale, Arizona

Change of name for North Dakota School for the Deaf

As part of its ongoing strategic plan, the North Dakota School for the Deaf has changed its name to North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing. The change was approved by State Superintendent, Wayne Sanstead. We look forward to continuing services to all those with hearing loss.

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

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

For on-site school-age programs:

- 1** Contact your local school district
- 2** Contact North Dakota School for the Deaf.
Carmen Suminski,
Superintendent: 701-665-4400
Toll Free: 1-800-887-2980
- 3** Tour North Dakota School for the Deaf's campus with your area education agency and local school district staff
- 4** Work with your school district to schedule an IEP meeting to determine placement that includes a NDSD/RCDHH representative.



Parent-Infant Programs & Outreach Regional Offices

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

Northwest

Memorial Hall, Box 182
500 University Avenue West
Minot, ND 58701
(701) 858-3357

Southwest

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

Northeast

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

Southeast

1510 12th Avenue North
P.O. Box 5036
Fargo, ND 58105
(701) 231-6036

To access Outreach Services:

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

Parent-Infant Program:

(For birth to age five)

Carol Lybeck.....701-665-4400
Carol.Lybeck@sendit.nodak.edu

School Age Services:

(Assessments & Consultations)

Carol Lybeck...701-665-4400
Carol.Lybeck@sendit.nodak.edu

Adult Services:

Pam Smith.....701-665-4401
Pam.Smith@sendit.nodak.edu

Interpreting/Communication

Lilia Bakken.....701-665-4423
Lilia.Bakken@sendit.nodak.edu

Dual Sensory/Deafblind

Sherri Nelson.....701-231-6033
shnelson@nd.gov

Summer Camps

Linda Ehlers.....701-231-6036
Linda.A.Ehlers@sendit.nodak.edu

Helping children at family gatherings

General Communication Tips

- ◆ choose a quiet environment
- ◆ make sure you have the person's attention before speaking.
- ◆ look directly at the person you are speaking to and maintain eye contact
- ◆ state the topic of discussion as you begin.

With it being the season of family gatherings, the following excerpts were taken from an article "Tips to Make Holiday Gathering Easier for Your Child" out of their Hands & Voices December 2011 newsletter. It focuses on attempting to keep children with a hearing loss from feeling left out.

- ◆ Involve your child in planning holiday gatherings and how to make them accessible. The "accommodations" you'll make will change as your child grows up.
- ◆ Tell your child who will be at a party ahead of time and, if s/he only sees these people around holidays, it might help to explain how these folks are related
- ◆ Let your child take along a favorite game to share with other kids. That way, s/he is familiar with the game, won't need rules explained and will feel comfortable playing it. You'll need to explain the game to other kids, though, and explain how to get your child's attention.
- ◆ Large gatherings where everyone else is hearing can be unbearable especially to teens who are deaf. Make a backup plan if the gathering becomes too much for your teen. Discuss can s/he bring a book, movie, or handheld game to amuse him or herself? Can s/he use a phone? Should s/he pull that out in the group or go to another room?

DATES FOR WORLD LARGEST SILENT WEEKEND THROUGH 2020

June 28 -July 1, 2012

June 27-30, 2013

June 19-22, 2014

June 25-28, 2015

June 23-26, 2016

June 22-25, 2017

June 21-24, 2018

June 20-23, 2019

June 25-28, 2020

Check the website www.DrSign.com and register early for discounts including for next year.

World largest Silent Weekend held in Orlando, Florida

The annual World's Largest Silent Weekend for Interpreters, ITP and ASL Teachers and Students is held yearly at the end of June in Orlando, Florida.

The event has been scheduled yearly until at least 2020 and have over 120 hours of classes for all levels. Last several years, the Silent Weekend had 1,100 people attending each year.

This is a **TOTALLY SILENT** weekend ... the no-talking rule begins when participants arrive for registration (paper and pencils are provided for fledgings and beginners), and continues until the close of the post-conference classes noon Sunday. The only exception will be during the 7 p.m. orientation where interpreters are available to voice for you.

This may be the only professional conference for interpreters with many classes for family members who may want to learn ASL. Frequent presenters include Peter Cook, Crom Saunders, Trix Bruce, Faith Powell, Shannon Simon, and almost 20 other highly regarded presenters.

For the advanced group, there are language-focused and interpreting-focused CEU classes. There are usually two dozen exhibitors with a huge variety of items available. With many classes having breaks hourly, there are exciting and dynamic all-day flow of participants in the exhibit area.

See www.DrSign.com for more information and for registration plus a video clip of past year's Silent Weekend.

ADA and acoustical accessibility

The following article was taken off the website of *Quiet Classrooms* at www.quietclassrooms.org/ada/ada.htm

Quiet Classrooms is an alliance of non-profit organizations working to create better learning environments in schools by reducing noise. Quiet background noise levels and good classroom acoustics are important for good learning. This is true for students in general and hearing impaired students in particular. This website is a resource for schools, school boards, P.T.A.s, principals, parents, teachers, students, and school architects.

Much of the current activity around school noise started with a petition from the parent of a child with a hearing loss who requested that the ADA Accessibility Guidelines be amended to include new provisions for acoustical accessibility in schools for children who are hard of hearing. Several acoustics professionals, parents of children with hearing impairments, individuals who are hard of hearing, and a consortium of organizations representing them also urged the Board to consider research and rulemaking on the acoustical performance of buildings and facilities, in particular school classrooms and related student facilities.

In June of 1998 the Board published a Request for Information (RFI) to gather public input on this issue. As yet the Access Board has not initiated a rule making on the issue of accessibility and classroom acoustics and has not referenced the standard in the ADA Accessibility Guidelines. The Access Board has developed a series of five very helpful fact sheets on classroom noise and acoustics, and its website contains information on ordering other useful material, including two ASA

publications, the new ANSI/ASA standard (S12.60-2002), and a 10-minute videotape.

1. Listening for Learning
The Importance of Good Classroom Acoustics
2. Listening for Learning
Will Our New Classrooms Meet the Standard?
3. Listening for Learning
Counting the Costs of Noisy vs. Quiet Classrooms
4. Listening for Learning
A Checklist for Classroom Acoustics
5. Listening for Learning
Retrofitting a Noisy Classroom

Taken by itself, the standard is voluntary unless referenced by a code, ordinance, or regulation. However, school systems may require compliance with the standard as part of their construction documents for new schools, thus making the design team responsible for addressing the issues. Parents may also find the standard useful as a guide to classroom accommodations under IDEA (the Individuals with Disabilities Education Act).

Several states (Connecticut, Washington), cities (Minneapolis, Los Angeles) and state departments of education (New York State) are using the standard to guide new school construction.

For more information, go to <http://www.access-board.gov/publications/acoustic-factsheet.htm#contact>.

Lois Thibault is the Board's Coordinator of Research; phone: (202) 272-0023 (V), (202) 272-0082 (TTY).

General ways to improve a noisy classroom

- ◆ use draperies on windows
- ◆ low, acoustically controlled ceiling
- ◆ reduction of noise resulting from lights, fans, heaters, etc.
- ◆ carpeting to absorb sound (floors and walls)
- ◆ use auditory training equipment to enhance the individual's listening

Upcoming State Conferences and Events

North Dakota Council for Exceptional Children (CEC)

February 8-10, 2012
Holiday Inn-Riverside,
Minot, North Dakota

Pathfinder's Parent Involvement Conference

April 26-28, 2012
Doublewood Inn,
Fargo, North Dakota

North Dakota School for the Deaf Family Learning Vacation

May, 2012 (*being finalized*)
Devils Lake, North Dakota

North Dakota School for the Deaf Summer Camps

June 11-15, 2012 - for age 7-12
June 18-22, 2012 - for age 13-18
Starts in Devils Lake, North Dakota

Statewide Training for Teachers of the Deaf

August 7-9, 2012
Devils Lake, North Dakota

ASSESSMENT ASSISTANCE OR CONSULTATION

for students who are deaf or hard of hearing

If you need assistance in assessments and/or IEP planning for a student with a hearing loss...contact the

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

Call Carol Lybeck at (701) 665-4400 or email Carol.Lybeck@sendit.nodak.edu

New pediatric audiologist in Minot

Jerrica (Kettel) Maxson was born and raised in Minot, North Dakota. She received her Bachelor's degree in Communication Sciences and Disorders at the University of North Dakota. Jerrica then went to University of Iowa in Iowa City to pursue her Doctorate of Audiology (AuD). After three years of coursework, she moved to Saint Louis, Missouri, for her fourth year externship as part of the AuD program. Her externship was at one of three oral schools in Saint Louis, the Central Institute for the Deaf. This was a school and pre-school/family center for children with hearing loss and their families. Her experience here focused on diagnosing hearing loss, fitting hearing aids, and programming cochlear implants for children aged birth to school age. Upon completing the AuD program, she accepted a position at Saint Louis Children's

Hospital on the Pediatric Cochlear Implant Team. Jerrica's practice focused on diagnosing hearing loss, fitting hearing aids, performing cochlear implant evaluations, and hearing aid/cochlear implant follow-up for individuals age birth to 25 years old. She participated in a number of research studies and was able to collaborate with a variety of educational and medical professionals to provide a team approach to care for the children. While she enjoyed this job thoroughly for over three years, it was time to come home! Jerrica moved back to Minot in August. She married Jacob Maxson of Minot on September 4, 2010, in Roosevelt Park. Jerrica joined the Audiology department at Trinity Health in September. Her main areas of interest are the pediatric population as well as (re)habilitation through hearing aids and cochlear

implants for children and adults. A new sound suite was added at Trinity Health Center West with equipment geared for the pediatric population. In addition, cochlear implant

"Her (Jerrica's) main areas of interest are the pediatric population as well as (re)habilitation through hearing aids and cochlear implants for children and adults."



programming has not been available in Minot, so this will be a new service for this area of the state. Jerrica is excited to bring her experience to Minot and to join the great team of professionals in the community working with individuals with hearing loss.

North Dakota School for the Deaf/
Resource Center for Deaf and Hard of Hearing
1401 College Drive North
Devils Lake, North Dakota 58301

Phone: 701.665.4400

Fax: 701.665.4009

Presorted Standard
Non-Profit Organization
U.S. Postage Paid
Permit No. 18
Devils Lake, ND 58301



North Dakota has formed a Hands & Voices Support Group

This is an invitation to families in North Dakota who have children with hearing loss and the professionals who work with those children to belong to the North Dakota chapter of Hands & Voices which was officially established in October 2011 after a year long process by dedicated parents and professional.

“Hands & Voices is a nationwide non-profit organization dedicated to supporting families and their children who are deaf or hard of hearing,

as well as the professionals who serve them. It is a parent-driven, parent/professional collaborative group that is unbiased towards communication modes and methods. The diverse membership includes those who are deaf, hard of hearing, and their families who communicate orally, with signs, cue, and/or combined methods. Hands and Voices exist to help children reach their highest potential.”

If interested, contact one of the following two parents of children with hearing loss...

Stephannie & Thomas
Stiel
701-281-6098 or
701-866-6410
or at
handsandvoicesnd@midco.net

Andy and Kim Wood
701 260-5849 or at
ndhandsandvoices@gmail.com

