



The Alaska Deaf-Blind Project

Quarterly Newsletter

The Alaska Deaf-Blind Project serves any individual from premature birth to age 22 with a hearing and vision loss. We serve those in urban and remote areas, individuals not enrolled in school, and those in secondary school. The Alaska Deaf-Blind Project's assistance is provided free-of-charge to families, schools, and community organizations.

[PROJECT INFO](#)

[ONLINE REFERRAL](#)

Letter from the Editor

A new school year has started and kids are settling back into the routine of things after summer break. For many students, this means participating in structured activities and therapies that they have had a break from. It can also mean needing to focus on specific activities for longer periods of time. It is important that everyone working with the student is aware of visual and listening fatigue, as well as how it affects individual students.

Whether your student participates in academics or is in a life skills classroom, both visual and listening fatigue can have a big impact. Students do not always realize they need a break and behaviors may occur as a result of the fatigue. It is important to recognize the signs of fatigue and teach students to advocate for the breaks they need. To help encourage students to take the breaks that they need, staff should model what that looks like. Often, we think of school as a place where we need to "go, go, go", and when we as staff model a break, it encourages our students to slow down as well.

One of the most important ideas that I try to reiterate with my teams is that school is not a race, things will get done (or they won't, and tomorrow is another day). Slow and steady growth is great. Your students are working hard every day and taking visual and listening breaks can help them to do even more!

[Jennifer Schroeder](#)
SESA Deafblind Specialist

Listening Fatigue: An Introduction

By Olivia Yancey, MDE

Teacher Scenario

Early Monday morning your student, Ann, with hearing loss and bilateral hearing aids is seated with a small group of students during a language arts activity. Another student named Eric, asks, "How many letters does it take to spell mouse trap?" One peer starts counting with his fingers the number of letters in mouse trap. Another peer shrugs his shoulders, and the third peer exclaims, "Three!" You notice Ann doesn't laugh along with her peers and turns her head back to her worksheet. [Read More](#)

Sign to Support: Tool vs. Language

By Kelsey Koenigs, EdM in Education of the Deaf

Sign language has been suggested as part of your student's communication. You're curious what this suggestion means for you, as a parent or as a teacher. Perhaps you're eager to add to your student's communication toolbox and diffuse communication frustrations. Perhaps you're anxious to be expected to learn an entirely new language. I am writing to reassure you that a suggestion to incorporate sign as a tool for your student is different than your student's primary language becoming American Sign Language. [Read More](#)

Visual Fatigue

by Angel Black, Teacher of Visually Impaired

Visual fatigue by the very definition is simply "a feeling of weariness resulting from a visual task" (Medical Dictionary, 2019). Yet, it is something so much more for students that have low vision. Some of the symptoms that you may notice in a student suffering with visual fatigue are:

- Sore, tired, burning or irritated eyes
 - Trouble focusing
 - Dry or watery eyes
 - Blurred or double vision [Read More](#)
-

Welcome Back to Our Students!

