

Teacher awarded for work with hard of hearing

Ben Bengtson / North Shore News

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Student Shea Jackson poses with his teacher Rhena Tevendale as she holds her recently received Educator of the Year award from the B.C. chapter of the Canadian Association of Educators of the Deaf and Hard of Hearing for her many years of service in the North Vancouver school district and elsewhere. photo Mike Wakefield, North Shore News

A North Vancouver resident and longtime educator of students who are deaf or hard of hearing has been recognized for her years of service.

Rhena Tevendale received the I.D.E.A award -- Inspirational Deaf Educator Award -- from the provincial chapter of the Canadian Association of Educators of the Deaf and Hard of Hearing in late October.

"I was very humbled and very honoured to be recognized," Tevendale recently told the North Shore News. "It's nice to be acknowledged."

As an itinerant hearing resource teacher, Tevendale goes to different schools in the North Vancouver school district each week to assist hard of hearing students.

"Because I work with kids from kindergarten through to Grade 12 the diversity is fantastic," she said. "In that relationship you really get to know your students and your families extremely well. You sense the growth, and the development, and independence and kids learning how to become strong self-

advocates.”

Tevendale helps hard- of-hearing youth with everything from their own personal auditory goals, sign language, speech, self-advocacy, everyday schoolwork, and technology such as hearing aids.

She also provides a consultative role to the district and helps in training teachers on classroom adaptations that can help hard of hearing or deaf students.

“Even just the visual space -- making sure my students are seated closer or on one side of the room versus the other side of the room,” she said.

Tevendale’s career started in the mid 1980s when she worked as an educational interpreter for the North Vancouver school district, a role she held for 10 years.

She entered a teaching program at SFU in 1993 and then worked as a classroom teacher for many years.

But her passion for student accessibility never wavered.

“I’m just part of the team, and we all work together to build awareness for these students who have very unique needs in an educational setting and my role is to facilitate that and help teachers understand and help peers understand,” she said.

Asked why she thinks she recieved this year’s I.D.E.A. award she said a lot of it might have to do with her advocacy work.

In addition to her direct work with students, Tevendale is a past president of the CAEDHH-BC and has devoted lots of time to advocating for causes at the provincial and national level that are important for deaf and hard of hearing students, such as classroom acoustical standards.

Acoustical classroom and school design, she said, is an under-the-radar topic but creating appropriate classroom noise levels is essential for establishing a proper learning environment for hard of hearing students. “I’m passionate about accessibility for all students,” she said.

And she’s passionate about the profession overall.

“I think being a teacher of the deaf is a wonderful field, and there’s a critical shortage across Canada right now of teachers of the deaf and that’s a huge problem because kids with hearing loss really need people to teach who understand their unique technology that’s required,” she said.

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1993

ASSISTIVE DEVICES FOR THE HEARING IMPAIRED

by

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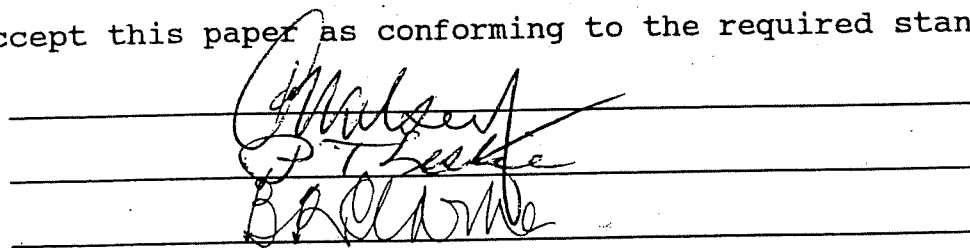
A MAJOR PAPER SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION

in

THE FACULTY OF GRADUATE STUDIES

(Dept. of Educational Psychology and Special Education)

We accept this paper as conforming to the required standard.

Three horizontal lines with handwritten signatures above them. The signatures are written in cursive and appear to be 'G. Madsen', 'P. T. Laska', and 'B. R. Laska'.

THE UNIVERSITY OF BRITISH COLUMBIA

MARCH 1993

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Acknowledgments

The completion of this major paper required support, guidance, stimulation, expertise and patience. I therefore have to thank Dr. P. Leslie and Dr. G. Kelsey for their support, Dr. B.R. Clarke for his guidance and stimulation and my wife Terry for typing and editing the final product. Their expertise and patience are gratefully acknowledged. The manuscript is dedicated to Terry and my three children for their understanding and confidence in me.

2002



The University of British Columbia

EECE 496 Project MH1

Investigation and Resolution of Noise Problems Due to Light Ballasts in Schools

Supervised by Dr. Murray Hodgson

Katie Morgan Grade 7 April 9.02

~~Tom Tylka DRT-DNA April 9, 2002~~

Felicia D'Amato Grade 8 April 11.02

Suggested by SNAG 2001-2002

Submitted to Ms. Jane Pavelich & Dr. Murray Hodgson

by

Jonathan Lashin 25176959

April 5th, 2002

CREDITS

I would like to credit the following people for helping me during the course of this project:

Dr. Murray Hodgson, Professor of Mechanical Engineering at UBC

On top of initiating the project, Dr. Hodgson provided a lot of support and new information regarding acoustical issues. Dr. Hodgson also provided the Larson-Davis analyzer to be used in the survey of the school.

Dr. Charles Laszlo, Professor Emeritus of Electrical Engineering at UBC

Dr. Laszlo provided technical support, and being hearing impaired himself, he provided a lot of insight into the probable causes of noise outputted in hearing aids and ALDs. Dr. Laszlo also provided the Magnatel magnetic field meter.

Mr. Tom Tylka, Teacher with the Vancouver School Board

Mr. Tylka was the person that actually got permission for me to gain access to Oppenheimer School to conduct the project, and he was one of the people responsible for bringing the noise problem to Dr. Hodgson's attention.

Mr. Daniel Paccioretti, Audiologist with the Vancouver Richmond Health Board

Mr. Paccioretti provided me with details into how the children use the Phonak FM ALD and in which rooms they were experiencing noise. He forwarded a lot of information about the Phonak MicroLink system and provided one to be used during the

investigation. Dan was also one of the people responsible for bringing the noise problem to Dr. Hodgson's attention.

2006

Investigation of the Effect of Tennis-Ball Cushions
on Classroom Noise

Gary Chan
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MECH 550 Directed Studies Project Report
Department of Mechanical Engineering
University of British Columbia
June 2006



NOTE

Suggested by SNAG 2005 - 2006

1. Introduction

Classroom noise is a problem for elementary and high school teachers and students. Teachers must speak with elevated voices to be heard over the noise, contributing to voice problems. In the presence of excessive noise, students cannot hear their teachers and peers well, impairing learning. One source of classroom noise is the impacts of desks and chairs moving against the floor. A proposed method to mitigate this noise is to attach tennis-ball cushions to the chair and table legs. However, no experiments have been done to quantify the effectiveness of this solution. The purpose of this research was to accomplish this by direct measurement of noise levels in classrooms. This involved developing measurement procedures, identifying and enlisting study schools and classrooms, monitoring classroom noise without and with tennis balls, analyzing the results and drawing conclusions.

intensity

*What about
considering
the effect of
the tennis
balls on
wax abrasion
with ramifications*

2. Objective

To determine the effectiveness of reducing noise with tennis-ball cushions, we performed noise-level measurements (measuring average and peak levels in short time intervals throughout the day) before and after treatment with tennis-ball cushions, in pairs of classrooms above-below one another. The objectives were as follows: to measure the changes in average and peak noise levels in the treated classroom and in the classroom directly below; and to determine the effect of grade and school construction on the performance of this treatment. In particular, we were interested in elementary and high schools, of wood and concrete construction, with glued-on or suspended acoustic tile ceilings.

*of saving
wax,
labour,
time
(custodians)*

3. Schools

Five schools were selected for this project, each with a different combination of the study parameters. For elementary schools, two sets of classrooms in Sir James Douglas Elementary were studied. One set of classrooms has concrete construction with a suspended acoustic ceiling (SAC); the other was wood with a suspended acoustic ceiling. A third set of elementary classrooms was studied at Jules Quesnel, which has concrete construction and a glued-on tile ceiling. For secondary schools, a wood classroom with glued-on tile ceiling at John Oliver, and a concrete classroom with suspended acoustic tiles at Killarney were studied. The floors in all classrooms were vinyl tiles. Table 1 summarizes the schools and their characteristics.