

Deaf Awareness Quiz

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Deaf Awareness Quiz

- Are these statements true or false?
- It depends on one's perspective.
- What I will share with you today is information from the perspective Deaf people.
- This is a perspective you rarely hear about and one most often ignored by professionals who claim to “serve” the very people whose voices they ignore.

1. American Sign Language is a visual form of English.

False

- ASL is a language of its own that evolved independently and is not derived from English or any spoken language.
- When the first school for the Deaf was established in the United States in 1817, Deaf people came to the school already having an established “American” Sign Language without having had any formal education.

2. You cannot speak English and sign American Sign Language at the same time.

True

- The grammatical structure of ASL is quite different than that of English.
- I will sign these examples in English and in ASL:
 - He stood before the crowd and gave an account of his experiences traveling abroad.
 - Who is that guy who sits behind you in our English class?
 - Why didn't you hand in your paper?
 - They broke up after an argument.

3. Most Deaf people can speak and read lips to communicate with hearing people.

False

- Let's see how well you do with lipreading....
(A more accurate term is speech reading)

- Very few of the English sounds are visible on the lips and many words and phonemes look similar, so speech reading is very difficult.
- Learning to speech read and speak a language you have never heard is very difficult.
- Try speech reading someone who speaks a foreign language. For a deaf child who has never heard the language, English looks no different than any other language on the lips.

- Only very small percentage of Deaf people have the ability to communicate effectively through speech reading and speaking.
- For that small percentage, most have some hearing or they lost their hearing after hearing and speaking the language first.

4. The appropriate term for a person who cannot hear is “hearing impaired”.

False

- hearing impaired 😞
- deaf
- deafness
- Deaf 😊
- Deafhood 😊

5. Most Deaf people prefer to live in a large city and for social interaction, prefer Deaf peers to hearing peers.

True

- Most deaf people interact with hearing people on a daily basis in their jobs and neighborhoods, however...
- Friendships and relationships require deep, meaningful communication.
- Deaf people prefer to be with other Deaf people for social interaction.
- The Deaf community has its own sports teams, its own schools, churches, clubs, and national, state and local organizations.

What defines “Deaf Culture?”

“Socially transmitted behavior patterns, arts, beliefs, institutions and all other products of human works and thoughts.”

(American Heritage Dictionary)

People who are Deaf form a community, finding within it not just social interaction, but emotional support. It is not so much a geographical community, as one held together by a common language: American Sign Language.

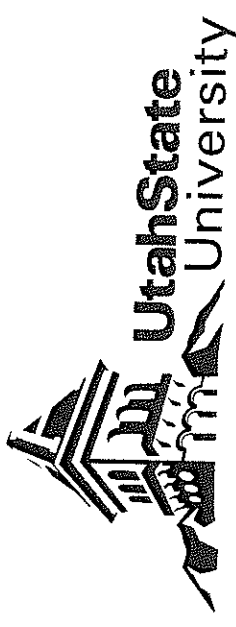
<http://www.aidb.org/aidb/deaf.inf.asp>



My Deaf Family Pilot Video

- Many of the items on the quiz are addressed in this short video:

<http://www.youtube.com/watch?v=P-Gc85nQK8w>

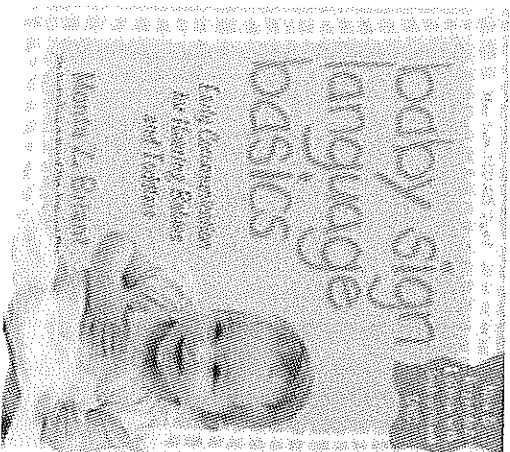


- Jared and Eli are C.O.D.A.s (Children of Deaf Adults) – term generally refers to hearing children.
- Sabrina and Gideon are D.O.D.A.s (Deaf of Deaf Adults)
- Mom, Bridgetta and Dad, Leslie are Deaf.

- Extended family –
 - Leslie's parents sent him to an oral school and never learned to sign. Leslie wasn't exposed to sign language until middle school.
 - Bridgetta's parents sign.
 - How did that impact their relationship with the children's grandparents?
- Does this happen today?

11. Most hearing parents are told not to sign with their deaf children while signing with hearing babies is encouraged.

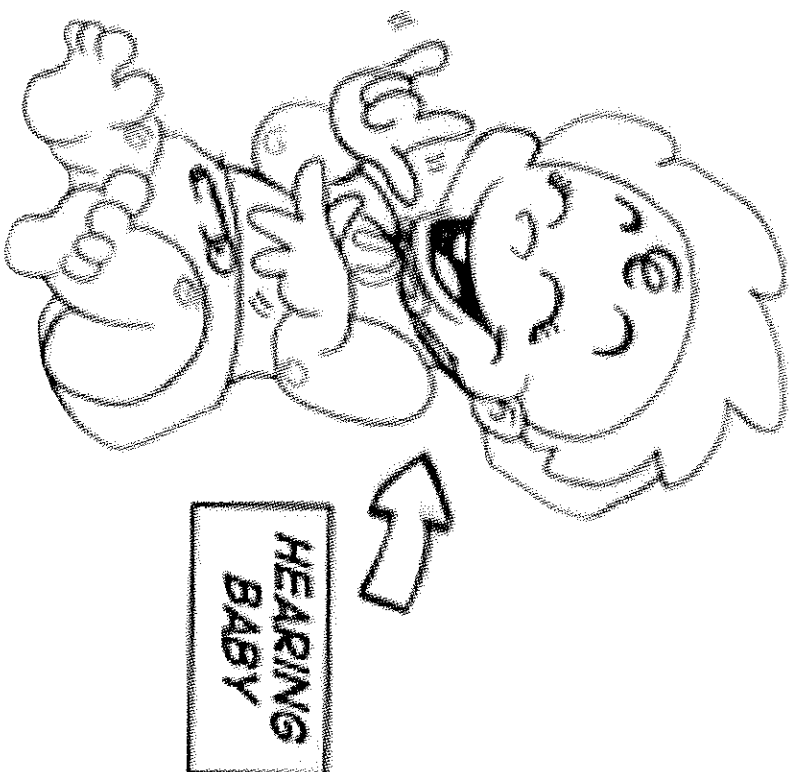
True 😞



- These books and curricula are very popular today. Research shows many benefits of signing with your baby. The practice is oddly popular with hearing babies but discouraged for deaf babies.

- For deaf or hearing babies whose parents use sign language, the child's first signs are produced at 10 months. By the age of 15 months, the child can be signing 2-3 word sentences and have over a 250 word vocabulary. How can this be wrong for any child?
- Still, hearing parents who have deaf babies are told not to use sign language. Deaf artists have expressed their feelings about this.

THE GREATEST IRONY:



Wendy Murphy

Toddler “Talk”

- <http://www.youtube.com/watch?v=IvNKytm29Q4&list=UUXPRtrhF18S4-uO7sArtXtQ>
- <https://www.youtube.com/watch?v=IwqzZHXdmt8&list=UUXPRtrhF18S4-uO7sArtXtQ>

These videos show clips of a hearing mother using ASL with her deaf daughter (1 yr. old)

12. Learning Sign Language impairs a deaf child's ability to speak.

FALSE

- There is no research that indicates that the use of signing impairs a deaf child's ability to speak. In fact, the opposite is true.
- Preschools for deaf children that use ASL and work on listening and spoken language skills find that ASL has a positive impact on the development of spoken language and literacy.
- <http://vl2.gallaudet.edu/>

- The myth is that if a deaf child is born to a hearing family, the child should learn the language that the family uses, spoken English. ASL is best for children who have deaf parents.
- What do Deaf adults who have lived this life, (90% or more of them having hearing parents) have to say?
- Thank you for signing with me or I wish my parents could sign! This is even true for many hard of hearing adults.

Literature review findings

- Signing deaf children of deaf signing parents consistently outperformed oral deaf children of hearing parents, signing children of hearing parents (155 deaf children tested in France)
 - Courtin, Cyril, (2000). The Impact of Sign Language on the Cognitive Development of Deaf Children: The Case of Theories of Mind. Oxford University Press.
- A study of children using Swedish Sign reported that speech was not adversely affected by knowledge of signs.
 - Power, D. (1974). Language development in deaf children: The use of manual supplement in oral education. Australian Teacher of the Deaf. 15
- Vernon and Koh reported that deaf students of deaf parents were superior in reading, vocabulary, and written language. No difference was found in speech, speech reading, or psychosocial adjustment.
 - Vernon, M., & Koh, S.D. (1970). Early manual communication and deaf children's achievement. American Annals of the Deaf. 115. 527-536

Literature review findings –(cont)

- Sign language skills have been found to promote literacy skills:
 - Strong, Michael & Philp Prinz (1997): A study of the relationship between American Sign Language and English literacy. Journal of Deaf Studies and Deaf Education 2.1.37-46
- Parents must be involved in the choice of communication system.
 - Marshark, M. (1993) Psychological Development of Deaf Children. Oxford University Press, New York.
- There is no evidence to support the belief that use of sign language interferes with development of speech abilities:
 - Wilbur, Ronnie (2000): The Use of ASL to Support the Development of English and Literacy. Oxford University Press.

Literature review findings –(cont)

- Once ASL is established as means of communication, teachers can then use it as a medium of instruction for all subjects, including English, which can be taught along with speech, speechreading, and reading (Wilbur, Ronnie 2000).

8. Most deaf people marry other deaf people; mixed marriages are rare.

True

Also, most of the time, when mom and dad are Deaf, their children are hearing. They grow up bilingual and are referred to as C.O.D.A.s (Children of Deaf Adults).

7. Only 10% of deaf children have deaf parents

True

- Actually, some studies report only 5% of deaf children have deaf parents. The discrepancy is related to how the studies categorize hard of hearing parents.

6. Deaf children who have Deaf parents have more difficulty socially, emotionally and academically compared to deaf children who have hearing parents.

False

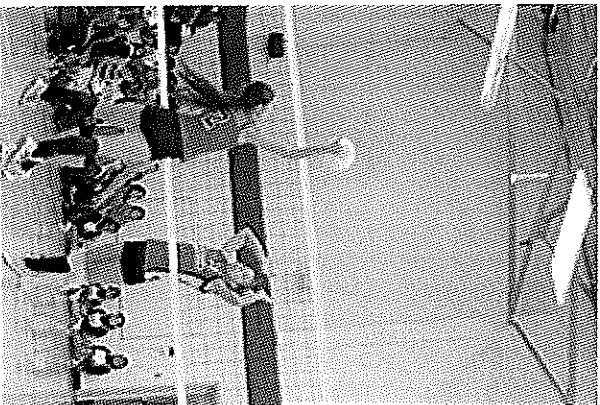
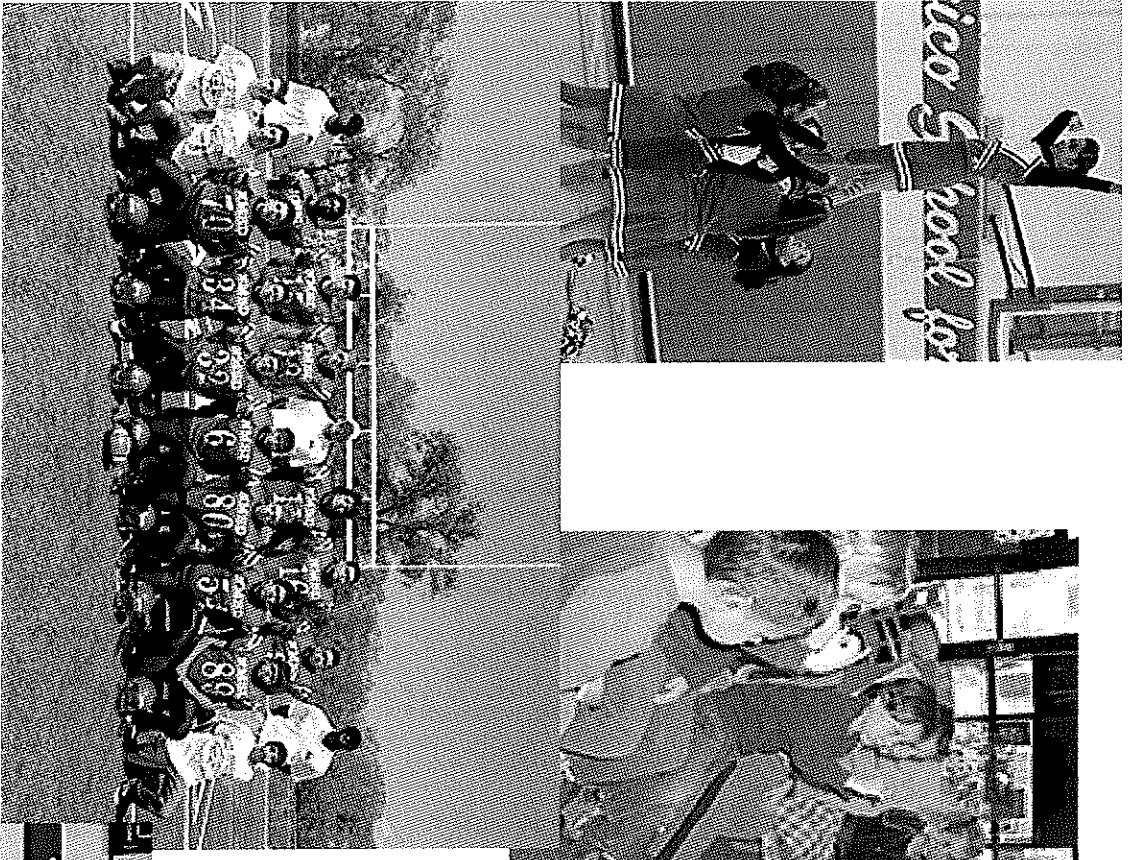
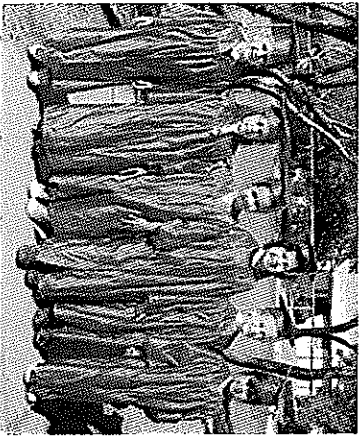
Studies show that Deaf children who have Deaf parents tend to perform better academically and are better adjusted socially and emotionally.

9. A residential school for Deaf children is primarily for those children who could not succeed in a regular public school setting.

False

The Deaf Community View?

- Quality schools for the Deaf are viewed as prestigious boarding schools. They are similar to magnet schools with a boarding option, but many students are day students who live at home. Those who do live on campus travel home on weekends.
- The schools are designed for visual learners, but the curriculum is the same as that of hearing schools. They prepare students to be successful Deaf adults.
- They have the same classes you had in school but also study Deaf history, ASL poetry and Deaf folklore.



Schools for the Deaf

Deaf schools offer everything that hearing schools offer but they are designed for visual learners. All of the students are Deaf so they have a large peer group, Deaf adult role models, opportunities to participate in clubs, sports, and student body government. Children have complete, unabated access to communication and language, both English and ASL.

10. Deaf children are most appropriately placed in special education classrooms.

False

Schools for the Deaf have special education classrooms for deaf children who have disabilities. If the deaf child does not have a disability, he is fully capable of performing on par with hearing peers.

Unfortunately, many hearing schools do place deaf children in special education classrooms.

14. Deaf people are against cochlear implants.

False

- It isn't the implant, it is the advice given to parents, the misinformation, the reason behind the implant.
- Even with a cochlear implant, the child is still “deaf”. The implant is not worn all of the time. Cochlear implants improve the ability to hear but do not make the deaf child “hearing”.
- With a visual language, sign language, the deaf child can have the best of both worlds and his success in life and his access to information is never limited or jeopardized.



Rachel Coleman

Daughter, Leah is Deaf

- Leah's journey (Very moving story all should see!)
 - <http://www.youtube.com/watch?v=b1VUpNv80IQ>
- Interview with Rachel and Leah.
 - <http://www.youtube.com/watch?v=ac00ULexVj0>

Through Your Child's Eyes

- Early Language development for deaf children: What is critical?
- <http://www.youtube.com/watch?v=FV69iJuXwP4>

13. The Deaf “voice” is often ignored in decisions regarding the education of deaf children

True ☹️

- This is the greatest problem. People in professions that claim to treat “the disability” fail to listen to the very people they think they are helping. Deaf people often ask, “Who is really deaf? We, the Deaf, or those who refuse to listen?”

15. Most Deaf people would want to hear if they could. False

- What did the first Deaf president of the only Deaf university in the world, Gallaudet University say when he was interviewed on “60 Minutes”? He was asked, “Wouldn’t you take a pill that would make you become hearing?” His answer? “Would a black person take a pill to become white? Would you take a pill to become a man? I am Deaf. It is who I am.”
- Deaf people can do anything hearing people can do, except hear.

The Sky is the Limit

- Pilots
- Doctors
- Lawyers
- Teachers
- CEOs
- University Presidents
- Professors
- Truck Drivers
- Carpenters
- Real Estate Agents
- Actors, Directors, Artists



Deaf Studies Digital Journal

- Scholarly Articles, Literature, Art, in ASL
- <http://dsdj.gallaudet.edu/>

Deaf Professional Arts Network

- Waiting on the World to Change
<http://d-pan.org/videos/dpanvideos/waiting/>
- We're Going to be Friends
<http://d-pan.org/videos/dpanvideos/whitestripes/>



Tips for Communication

- If you have a deaf child mainstreamed into your classroom, realize that the child is primarily a visual learner, even those with cochlear implants. They will benefit greatly from visual aids, visual cues..
- English is learned rather than acquired and is most likely similar to a second language for him.
- Keep group discussions small and repeat what is said. The child needs to see who is speaking.

Using an Interpreter

- First of all, having an interpreter does not guarantee equal access to all communication.
- Speak directly to the deaf student, not the interpreter. Use first person: “Can you see me after class?” instead of “Tell him he needs to see me after class.”
- The interpreter is not a teacher’s aide or the deaf student’s aide.
- Remember that the Deaf child is capable. Do not limit the student in your classroom.

Identity is Important

- Use video conferencing technology to allow the deaf student to meet and interact with other deaf students and Deaf adults at large programs/schools for the Deaf.
- Google your state's Association of the Deaf and find a local chapter. Invite Deaf adults to visit your classroom. Let your administrator know that the school must provide an interpreter for you and your hearing students.

As you teach....

- Be an advocate for Deaf children and their families.
- Provide equal access to language and communication and education, and believe there is nothing deaf children can't do.
- Have high expectations and deaf children will meet them. Have low expectations and deaf children will meet them. You, the teacher, make the difference.
- What difference will you make?

Deaf Education Program at USU

- We prepare professionals to work with Deaf children and families.
- We do not view “deafness” as a disability, but rather *deafhood* as a unique cultural and linguistic identity, a difference.
- Deaf children learn the same information that hearing children learn.
- Deaf children need good teachers.



Language

- Students are expected to master both American Sign Language and English and transition comfortably and effectively between the two.
- Teacher preparation focuses on the academic use of ASL in the classroom to teach the core curriculum. This requires language mastery.
- This is accomplished through opportunities provided for students in and out of the classroom.

Activities

- Silent Weekend Retreats
- Winter Workshops
- Frequent activities with the professional student organizations: Deaf Education Student Association (DESA) and the American Sign Language (ASL) Club

Summary

- The USU Deaf Education program prepares highly qualified teachers who:
 - Are knowledgeable in academic content areas
 - Are skilled in ASL and English
 - Skilled in methods of teaching
 - Know how to facilitate language and literacy in all subjects
 - Know how to meet the needs of diverse learners
 - Teach at the top deaf programs throughout the country
 - Are highly sought after



Deaf Awareness Facts: True or False Quiz

I think this quiz may be good for some of the people I've seen on tumblr..

1. Hearing-impaired generally means all types of hearing loss from mild to profound.
2. All people with a hearing loss are deaf.
3. Amplification corrects hearing loss.
4. All deaf people are mutes.
5. "Deaf and Dumb" and "Deaf-Mute" are proper terms.
6. Everything said vocally can be lipread.
7. All deaf people can lipread.
8. Sign Language is universal and the same.
9. All deaf people use American Sign Language.
10. American Sign Language is an imperfect form of English
11. Fingerspelling is similar to writing in the air.
12. Alexander Graham Bell had a deaf wife.
13. Deaf people do not use the telephone.
14. Deaf people cannot enjoy television.
15. Deaf people cannot get drivers' licenses.
16. Deaf people consider themselves normal.
17. Deaf people avoid interacting with hearing people.
18. Deafness is a visible "disability."
19. Deaf people can not go to college.
20. The majority of deaf people are unemployed.
21. Deaf people do not dance.
22. Most social service and medical professionals are knowledgeable about the various aspects and implications of deafness.

Answers: 1.T 2.F 3.F 4.F 5.F 6.F 7.f 8.F 9.F 10.F 11.F 12.T 13.F 14.F 15.F
16.T 17.F 18.F 19.F 20.F 21.F 22.F

Posted 8 years ago

15 notes

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papers, handouts, and basic info I've gotten from my ASL classes. lml/

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