

Deaf Parents and Their Hearing Children Information Packet

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***Note:* This document was prepared in 2001 and some information may be out of date. –
July 2010

Introduction

Currently there are 28 million deaf and hard of hearing people in the United States.

During the last few decades the Deaf community in America, has been identified as a cultural and linguistic minority group. Approximately 85% to 90% of children born to Deaf parents are able to hear. Hearing children who have been raised by Deaf parents have the unique experience of being bicultural and bilingual members of the Deaf community. This presents significant issues for both Deaf parents and school district personnel who provide educational services to hearing children coming from Deaf-parented families. Deaf parents repeatedly describe how they are excluded from active participation in their hearing child's education. Many Deaf parents report problems with school districts failing to provide interpreters for routine parent-teacher meetings or other school functions. School administrators are uncertain as to their legal obligations to provide communication access for Deaf parents. In addition, teachers of hearing children from Deaf parented families often have misconceptions about Deaf parents and their hearing children. For example, some teachers presume that school age children who have deaf parents are in need of speech therapy or special education services. In addition, the rich cultural and linguistic heritage of hearing children of some deaf parents, which could be capitalized upon as an asset, instead is often unrecognized and unappreciated. In retrospect, many adult children of deaf parents report that entering school was a difficult period of adjustment for them.

Children with deaf parents are as varied as children in the general population. Some excel academically, others are athletically endowed. Children with deaf parents can be avid readers, budding musicians or creative artists. Some feel at ease in almost any situation while other children may feel more comfortable in the familiar surroundings of their family and community. The materials contained in this packet are intended to give the reader a sense of the cultural and family experiences of hearing children who grow up in deaf parented families. These materials offer ideas to explore when interacting with children whose parents are deaf and their families. They should not be perceived as dogmatic rules to be applied universally, but enrichment tools and resources that may be useful in given situations.

An additional purpose of this packet is to provide information to Deaf parents of hearing children and the local school districts who are responsible for providing educational services to them. For Deaf parents, this information should assist in increasing their awareness of their rights in accessing the educational system for their hearing child. Information is provided for teachers, administrators, and additional school personnel to increase their awareness of cultural and linguistic issues related to hearing children who have Deaf parents. This information can be used to ensure effective communication between the home and school. In addition, school districts need to be aware of their legal responsibility for providing communication access to parents in keeping with federal law under the Americans with Disabilities Act (ADA).

Communication and Cultural Issues

Understanding Families: Hearing Students with Deaf Parents

by Jenny L. Singleton

Over 90% of Deaf adults have hearing children. Hearing children born to Deaf parents often experience a delicate balancing act between two worlds: the culture and language of their Deaf parents, and the “hearing world” of their peers and teachers.

Most hearing people have not had much exposure to Deaf people and their families. If you are a hearing person, ask yourself what you know about Deaf people, their culture, their parenting styles, and their ability to navigate their way in your “hearing world”? What do you know about the particular experience of a hearing child being raised by Deaf parents?

The international organization Children of Deaf Adults has developed this pamphlet for educators and service providers to increase awareness of the issues involved in working with Deaf-parented families with the goal of building a service relationship that is culturally and linguistically appropriate and which meets the needs of their hearing sons and daughters.

The American “Deaf Community” has evolved over nearly two centuries and is based on the shared experience of a particular human condition, that of deafness. There is now recognition that Deaf community members have their own culture and language (American Sign Language). It is also important to understand that some individuals with hearing loss do not know ASL and do not consider themselves as part of this culture. While adult members of the Deaf Community and their allies work to educate and advocate for recognition and support of their community and its advancement, the prevailing view within American society at-large tends to “medicalize” and stigmatize deafness and consider Deaf people as inferior.

American Sign Language (ASL) is not a language that is based upon spoken English; it is a distinct language and can convey even the most complex of thoughts. ASL functions as the primary language for many Deaf adults in America today, and serves as the symbol of identity for membership in the Deaf culture. ASL is not produced in combination with speech because it is virtually impossible to sign one grammar and speak another grammar at the same time. Individuals who try to “combine” sign and speech simultaneously are more than likely degrading one of the forms of communication, potentially distorting the message in that mode. It is indeed a challenge for Deaf individuals to become fully bilingual in ASL and English because their own hearing parents probably could not sign ASL and, due to their hearing loss, spoken English is extremely difficult to learn. It therefore cannot be assumed which language, ASL or English, a deaf person feels most comfortable using, and it is possible that their proficiency level may not be “native-like.” What is clear, however, is that Deaf people face communication challenges everyday as they interact with

hearing people, but most have become proficient at employing different strategies to address these challenges.

For providers and educators who may encounter and work with Deaf individuals, it becomes important to understand some of the communication and social interaction patterns that are part of Deaf/Hearing relations, including interactions within the nuclear family between Deaf parent and hearing child.

1. A hearing child of Deaf parents may be considered bilingual in American Sign Language and English (or trilingual if another spoken language dominates their home environment).

A child who is a native signer of ASL should not be considered language-impaired or language-delayed. Instead, that child is most likely acquiring two languages (ASL and spoken English) and experiences life as a bilingual. If, however, it does appear that a hearing child of Deaf parents is showing signs of significant spoken language delay, then a culturally appropriate, practical family-centered plan to enhance the child's spoken language input would be in order. Natural supports such as play groups, preschool, or time spent with hearing relatives would dramatically increase exposure to spoken language without "pathologizing" the situation. Researchers maintain that a hearing child in an ASL-using household will greatly benefit by being provided with natural supports for all of the languages that will be culturally relevant to that child.

2. Diversity in family communication patterns

While American Sign Language is a legitimate and rich language for family interaction, it is important to note that families that include Deaf and hearing members may be using different communication systems, even within the family. Deaf parents may or may not choose to use ASL with their hearing children, instead using speech or a combination of speech and signs, depending on the communication demands of the context and/or personal preference.

3. Hearing children of deaf parents may identify with two cultural identities: hearing and Deaf.

A hearing child of Deaf parents is in the unusual position of being raised within a "Deaf world," but when they become an adult, they are expected to join the "hearing world"... after all, they are not deaf. The International organization Children of Deaf Adults recognizes and promotes the bicultural and bilingual heritage of hearing children of deaf parents, however, this positive dual identity is not often relayed to the young hearing child or to their hearing peers and teachers. Some children may experience confusion about their two worlds and are unsure of who they are or where they'll fit in when they grow up. As with many youngsters who are establishing their identities, this process requires sensitivity and input from knowledgeable, concerned adults who are aware of the complexities of navigating two very different cultures.

4. Professionals must make an effort to communicate directly with Deaf parents.

A common frustration reported by Deaf parents is a feeling of being left out of the loop when it comes to information regarding their child's education.

Professionals have a tendency to bypass the Deaf parents and deal directly with the hearing child or the hearing grandparents. By doing this, the professional is withholding information that the parent is entitled to and, furthermore, this action undermines the parents' authority within their nuclear family. Many times the hearing child is put in the awkward and often inappropriate situation of making decisions that a parent should be making.

Educators and professionals must make a concerted effort to engage in face-to-face communication with Deaf parents. It is inappropriate to rely upon the hearing child to facilitate communication between the provider and parents. Qualified sign language interpreters can provide this service. There is a considerable risk in using an untrained, less skilled signer "to interpret," both in terms of ensuring accurate communication exchange and confidentiality for the parties involved.

In times when a qualified interpreter is not available, consult with Deaf parents about acceptable alternatives. There are a variety of other communication technologies that can offer communication access, even though less direct. In recent years, more Deaf individuals are using fax machines, electronic mail, computers and pagers to communicate with hearing people. Most Deaf individuals have Telecommunication Devices for the Deaf (TTY) which enables a deaf individual to telephone others who have a similar device. Ideally, any school serving families with deaf members should have a TTY on site to promote direct two-way communication. Providers who do not have a TTY device can contact a TTY-user via "Relay Services" available 24 hours a day (phone numbers are typically listed in Telephone Directory reference pages). A Relay Operator translates the hearing user's spoken conversation into printed messages using a TTY and translates the deaf user's TTY conversation into spoken messages.

Recommended readings on hearing children of Deaf parents:

Bull, T. (1998). *On the edge of deaf culture: Hearing children/Deaf parents* [Annotated bibliography]. Alexandria, VA: Deaf Family Research Press.

Preston, P. (1994). *Mother Father Deaf: living between sound and silence*. Cambridge, MA: Harvard University Press.

Singleton, J.L. & Tittle, M.D. (2000). Deaf parents and their hearing children. *Journal of Deaf Studies and Deaf Education*, 5(3), 221-236.

Contact <singletn@uiuc.edu>

Resources:

CODA (Children of Deaf Adults) Website: www.coda-international.org

CODA is an international organization established for the purpose of promoting family awareness and individual growth in adult hearing children of deaf parents. This purpose is accomplished through providing educational opportunities, promoting self-help, organizing advocacy efforts, and acting as a resource for the membership and various communities. Membership is primarily, but not exclusively, composed of adult hearing children of deaf parents. CODA addresses members' bicultural experiences through conferences, support groups, and resource development.

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Legal Issues Regarding Communication Accessibility

Your Rights as Deaf Parents of Hearing Children
by Clara Smit, Esq.

As deaf parents of hearing children you have the right under federal law to equal communication access in the schools your children attend. You have a right to understand, participate in, ask questions and attend all school functions which are open to the parents of the students in the school. These may include activities such as graduations, school plays, parent-teacher meetings, special programs and/or assemblies among many other school functions. As a state or local government entity, your child's school must provide reasonable accommodation including but not limited to qualified interpreters, closed captioning, and accessible telephone services either through the use of relay services or a telecommunication device for the deaf (TTY), depending on the type of telephone service available for hearing parents.

The Rehabilitation Act of 1973:

Most public schools receive some type of federal funding, thus the Rehabilitation Act of 1973 applies to them. Under this act "no otherwise qualified individual shall by reason of his disability be excluded from participating in ...any program or activity receiving federal assistance".

Reasonable accommodations must be provided so that all individuals have equal access to all programs, benefits, or activities of the public entity .29 U.S.C. 794. Also see *Rothchild vs Grottenhaler*, 907 F .2d 286 (2nd Cir. 1990), specifically involving deaf parents and hearing children in a school system. The Second Circuit of the U.S. Court of Appeals found a prima facie case had been made under Section 504 where deaf parents of public school children were denied effective communication at school functions related to their children's education. The parents were handicapped, the school district received federal assistance and the parents were denied the opportunity participate in school initiated activities by reason of their handicapped. Finding the parent otherwise qualified to participate in school activities, the Court went on to state that the intent to discriminate was not a separate element of a prima facie case, *Id* at 290.

The Americans with Disabilities Act (ADA):

Under the ADA, all state and local governmental entities whether or not they receive federal funding, are required to ensure effective communication in all of the programs, services, activities, and benefits they provide to all otherwise qualified individuals. 42 U.S.C. 12101 et seq., Title II. Thus all public schools as part of local or state government are required to be fully accessible in all of their programs for all those individuals who attend and auxiliary aids including interpreters, closed captioning, assistive listening devices and the like may be required to ensure effective communication. Primary consideration must be given to the choice of the disabled individual. 56 Fed. Reg. 35711-12 Such accommodations must be provided to the

disabled individual free of charge. 56 Fed. Reg. 35706 (Private religious schools run by religious entities are not covered under the ADA, although they may be covered under the Rehabilitation Act of 1973 if they receive federal funding).

What to do if you require accommodation to attend your child's school function?

Send a certified letter, return receipt requested, to the school principal requesting the accommodation necessary, providing the name of your child, the activity you wish to attend, the date and time of the same, at least two weeks in advance, if time permits. Keep a copy of this letter with the returned green card. (If time is short, you may be forced to call the school, but it is preferable to write a request by letter, if at all possible). You should also send a copy of the letter to the school board Follow this up with a phone call to ensure they are working on getting the interpreter, the closed captioning, or other necessary accommodation.

What if the school continues to refuse to provide accommodation?

If you have written to the school's principal and the school board and still are unable to obtain accommodations, you may wish to file an administrative complaint with the Department of Education or the Department of Justice at the addresses listed below. You may also file a private law suit. However, it is of course preferable to attempt to work this out with the school before seeking legal remedies to avoid a future adversarial relationship with your child's school.

Department of Education (US)
600 Independence Avenue SW
Washington, DC 20202
Office for Civil Rights
Regional Director's Office
(212) 264-4633

Department of Justice
Civil Rights Division
1425 New York Avenue NW
Washington, DC 20005-5310
Mailing Address: P.O. Box 65310
Washington, DC 20035-5310

Stand up for your rights.

As you are now aware, you no longer need to rely on your children or other family members, to interpret for you and you no longer need to be left out of the activities and education your child receives. Most schools should and will realize their responsibilities and provide accommodations if you cite the laws above. Often it is ignorance of the law which causes schools to deny these accommodations. Therefore it

may be up to you to enforce your rights under the law by educating your child's school about the obligations and rights the law requires and provides for you as a deaf parent of a hearing child. Once you stand up for your rights you will be able to fully participate in and understand the education your child is receiving as all parents are entitled to do, regardless of disability.

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Dispelling Myths about Deaf Parenting

Assumption: Children of deaf parents will have difficulty learning how to speak.

Fact: Although some hearing children of deaf parents have been sent to speech therapists, this is usually because other people anticipate speech problems rather than because problems are actually observed. This still raises the often asked question, How do hearing children of deaf parents learn how to speak? In most cases, these children are exposed to spoken language through relatives, playmates, and in some cases, deaf parents who have spoken English skills. However, even hearing children who apparently have no early exposure to spoken language still learn how to speak. This may be explained by recent studies which suggest that the development of spoken language is a fundamental human trait, and depends more upon internally driven development than upon external models.

Assumption: Deaf parents never know when their baby is crying.

Fact: Deaf people are ingenious at figuring out how to compensate for their lack of hearing including being extremely vigilant and responsive to their environment. Some deaf parents sleep with a hand in their baby's crib to sense the vibrations when their baby cries. Advances in technology have resulted in a vast array of assistive devices that convert sound into light alerting deaf parents to their baby's cries and other environmental noises.

Assumption: Deaf parents cannot hear or speak.

Fact: Many deaf people actually have some hearing, although usually it is not enough to be of practical use. However, as many hearing children will attest, deaf parents are often very aware of loud noises or music which they can sense through their residual hearing or by feeling the vibrations these sounds produce.

Almost all deaf people can speak, although the clarity of spoken English varies tremendously. More importantly, however, many deaf people have had bad experiences using speech to communicate. As children, many deaf persons were forced to abandon their more natural and fluent sign language and rely solely upon spoken language. As children and adults, deaf persons are also keenly aware of the negative public reactions to their less-than-perfect speech. Within the privacy and security of their homes, many deaf parents do use their voices with their hearing children.

Assumption: Hearing children should speak and sign at the same time.

Fact: Although it is, theoretically, possible to speak and sign at the same time, doing so often compromises both forms of communication. Because the structures of American Sign Language (ASL) and English are substantially different, trying to speak and sign at the same time is no different than trying to simultaneously speak English while writing Russian.

Assumption: Hearing children of deaf parents who use sign language will be confused.

Fact: As many bilingual studies have demonstrated, children who are bilingual typically go through initial stages of experimenting and sorting out their two languages without intervention. Additionally, bilinguals are often more adept at linguistic and analytic skills. Adult hearing children of deaf parents have demonstrated their verbal and oral skills in a wide variety of professions by becoming accomplished lawyers, writers, teachers, psychologists and physicians.

Assumption: All children of deaf parents know sign language.

Fact: Although many hearing children of deaf parents consider American Sign Language (ASL) to be their first language, not all children are fluent in ASL. Some deaf parents are oral and choose not to sign with their children. Even within families in which the parents sign, the degree to which a hearing child signs varies tremendously. Older siblings, particularly older daughters, are most likely to be fluent in ASL. Like other families in which English is not the dominant language of the parents, many deaf parents often encourage their children to use English exclusively. Historical negative public attitudes towards sign language has undoubtedly tempered some deaf parents' desire for their children to learn sign.

Assumption: Children of deaf parents are over burdened and parentified.

Fact: Family roles and responsibilities vary tremendously among families with deaf parents. This is also true in hearing families. Overall, however, recognizing that deaf parented families are culturally distinct avoids misconstruing or pathologizing behaviors which appear different than those in hearing families. Additionally, outsiders often project responsibilities onto hearing children, for example, interacting more with the child than with the parent or expecting the child to be the spokesperson for his/her parent(s).

Profiles of Notable Children of Deaf Adults

In a letter which appeared in the March 1905 issue of the Silent Worker magazine, a deaf parent thanked the editor for a series of photographs and descriptions of the hearing children of deaf parents. The letter writer suggested that these should be collected in a little book “where hearing people could read it and disabuse their minds of the popular fallacy that intermarriage of the deaf resulted in either deaf or idiotic children.”

If we were to produce such a book today, it would be full of literally thousands of stories about happy and successful hearing progeny of deaf parents. Since the public is generally unfamiliar with children of deaf adults (codas), a few success stories are cited here.

Two of the earliest coda success stories were Edward Miner Gallaudet and his brother Thomas, sons of Sophia Fowler (who was deaf) and Thomas Hopkins Gallaudet, who co-founded the first school for the deaf in the United States. Thomas became an Episcopal minister and helped establish one of the first churches for deaf people. Edward founded the school which became Gallaudet University, the world’s only liberal arts higher education institution for deaf students. Following their footsteps, numerous codas have gone on to work in the field of deaf education. There has also been a long tradition of codas who have served the deaf community as vocational rehabilitation counselors, ministers, social workers, and interpreters.

However, many codas enter fields that have nothing to do with deafness and succeed at the highest levels. Texas attorney/politician Homer Thornberry became a Member of Congress, federal judge, and nominee to the United States Supreme Court. The four sons of Arkansas School for the Deaf teachers Emogene and Houston Nutt each became star athletes and successful coaches of university athletic teams. Houston Jr. and Danny are coaches for the University of Arkansas successful football team and their brothers Dickey and Dennis coach at nearby Arkansas State University's basketball team. Codas teach at universities and colleges throughout the nation.

The list of codas who have earned Ph.D. degrees is lengthy. Dr. Donald N. Langenberg, who earned his doctorate in physics, became the Chancellor of the University of Maryland system which serves more than 130,000 students. His parents graduated from Gallaudet College and moved to North Dakota where his father taught printing at the state school for the deaf for his entire career.

Louise Fletcher, the daughter of a prominent deaf Episcopalian minister, won an Oscar as Best Actress in *One Flew Over the Cuckoo’s Nest* (1975).

Interpreter trainer and sign language master Lou Fant performed in many television programs, films, and commercials through the years. The best known Hollywood star, however, was Lon Chaney, son of a deaf barber, who was one of the most popular actors of the Silent Film era. His numerous films such as the *Hunchback of Notre*

Dame (1923) and the Phantom of the Opera (1925) have become immortalized as film classics.

And the list goes on, coda successes in every field of endeavor from athletics, arts, education, professions, and business. As the letter writer to the Silent Worker commented back in 1905, coda stories make their deaf parents proud and would make an interesting “little book” for the hearing public.

6/01

Children of Deaf Adults International, Inc. Millie Brother Scholarship

Established in 1990, the Scholarship offers funds to individuals who demonstrate academic and personal achievement and whose parents are Deaf. Named for the founder of Children of Deaf Adults International (CODA), fourteen young adults (as of 1998) from all over the United States have received scholarships that have contributed to their pursuit of topics ranging from political science to pre-medicine. Although past recipients of this scholarship have been from the United States, students from other countries, who are codas, are encouraged to apply.

To be eligible, a student must be a high school graduate (or graduating senior), have at least one Deaf parent; and provide academic records, letters of recommendation and an essay. The scholarship is limited to those pursuing a post-secondary program equivalent to a baccalaureate degree.

**Information about the scholarship and applications can be found on the CODA website at <http://coda-international.org/blog/scholarship/> *–added 7/10*

Summer Camp for Hearing Kids of Deaf Adults

A gorgeous location in Old Forge, N.Y., (approximately 45 minutes northeast of Utica, N.Y.) is the setting for the first on-going camp for hearing kids of deaf adults (kodas) in the country. This camp is open to kodas from the age of 17 and younger. Held at the site of the Camp Mark Seven for deaf children, it provides a fun filled environment for hearing children who have deaf parents to explore their two cultures (Deaf and hearing) and to share experiences with others who have also grown up in deaf parented families.

Swimming, tubing, canoeing, camping, hiking and a host of camp activities provide an experience that is sure to please almost any child. This is combined with informal discussions aimed at gaining additional awareness of Deaf and hearing cultures, in order that individuals may better understand themselves and many of the experiences that naturally arise from being in bicultural situations.

A program for parents of campers has also been implemented so that family members may benefit from this experience.

Visit the camp website at <http://www.campmark7.org>

National Resources

Children of Deaf Adults International (CODA) is an organization established for the purpose of promoting family awareness and individual growth in hearing children of deaf parents. This purpose is accomplished through providing educational opportunities, promoting self-help, organizing advocacy efforts, and acting as a resource for the membership and various communities. In addition, CODA sponsors the Millie Brother Scholarship Fund which annually awards scholarships to codas who are continuing their education beyond high school.

Children of Deaf Adults International (CODA)
PO Box 30715
Santa Barbara, CA 93130-0715
Website: www.coda-international.org

Through the Looking Glass (TLG) provides direct services, information and referral to a diverse group of parents including those with physical and visual disabilities, deaf parents and parents with developmental disabilities. Although most direct services are available primarily to parents residing in the San Francisco Bay Area, TLG consults with parents and professional nationally and internationally.

Through the Looking Glass
2198 Sixth Street
Suite 100
Berkeley, CA 94710-2204
Voice: (800) 644-2666
TTY: (800) 804-1616
Locally (510) 848-1112
FAX: (510) 848-4445
E-mail address: TLG@lookingglass.org
Website: www.lookingglass.org

The National Association of the Deaf (NAD) is the nations largest organization safeguarding the accessibility and civil rights of 28 million deaf and hard of hearing Americans in education, employment, health care, and telecommunications. It focuses on grassroots advocacy and empowerment, captioned media, deafness-related information and publications, legal assistance, and youth leadership development.

National Association of the Deaf (NAD)
814 Thayer Avenue
Silver Spring, MD 20910-4500
Voice: (301) 587-1788
TTY: (301) 587-1789
FAX: (301) 587-1791
E-Mail address: NADHQ@juno.com

The Alexander Graham Bell Association for the Deaf gathers and disseminates information on hearing loss, promotes better public understanding of hearing loss in children and adults, provides scholarships and financial and parent-infant awards, publishes books on deafness, and advocates for the rights of children who are hard of hearing or deaf.

Alexander Graham Bell Association for the Deaf, Inc.
3417 Volta Place NW
Washington, DC 20007
Voice/TTY: (202) 337-5220
FAX: (202) 337-8314
E-Mail address: agbell2@aol.com
Website: www.agbell.org

The Registry of Interpreters for the Deaf (RID) is a professional organization that certifies interpreters, provides information on interpreting to the general public, publishes a national directory of certified interpreters, educates the public about the vital role of interpreters and transliterators, works to ensure equal opportunity and access for all individuals and makes referrals to interpreter agencies.

Registry of Interpreters for the Deaf (RID)
333 Commerce Street
Alexandria, VA 22314
Voice: (703) 838-0030
TTY: (703) 838-0459
FAX: (703) 838-0454
E-Mail address: admin@rid.org
Website: www.rid.org

State Resources (New Jersey)

The Specialized Child Study Teams for Students Who Are Deaf or Hard of Hearing have been established to provide diagnostic educational evaluations to New Jersey's children and youth who have a confirmed hearing loss and are age appropriate to receive school services. Evaluation services are also available to hearing children of deaf adults, or for students who use, or are being considered for using sign language as their primary mode of communication.

Marie Katzenbach School for the Deaf
Specialized Child Study Teams
PO Box 535
Trenton, NJ 08625-0535
Voice/TTY: (609) 530-3145
FAX: (609) 530-3141

The New Jersey Division of the Deaf and Hard of Hearing (DDHH) is a resource and referral agency for issues and advocacy related to deaf and hard of hearing individuals in the state of New Jersey. The DDHH operates an Interpreter Referral Service and provides information as to how to secure the services of qualified professional sign language interpreters. This agency also publishes a free monthly publication (Monthly Communicator) with information related to the Deaf and hard of hearing community in New Jersey.

New Jersey Department of Human Services (DDHH)
Division of the Deaf and Hard of Hearing
PO Box 074
Trenton, NJ 08625-0074
Voice/TTY: (609) 984-7281
Voice/TTY: (800) 792-8339
FAX: (609) 984-0390
E-Mail: IHOCK@DHS.STATE.NJ.US

The New Jersey Relay Service (NJRS) is operated under a contract by AT&T. NJRS relays conversations between people who use text telephones (TTYs) and people who use voice telephones. This service is available twenty-four hours seven days a week. This enables hearing, deaf, hard-of-hearing, or speech impaired people to conveniently communicate by telephone any time of the day or night. NJRS services can be accessed by calling 711.

The New Jersey Association of the Deaf (NJAD) is an advocacy and service organization and is the focal point of all cooperating agencies within the state in promoting the welfare of Deaf people in education, employment, legislation, and in any other field pertaining to or affecting Deaf and hard of hearing citizens of New Jersey in their pursuit of economic security, social equality, and all their rights and

privileges as citizens. The NJAD is a state chapter affiliate of the National Association of the Deaf.

New Jersey Association of the Deaf (NJAD)
PO Box 7508
West Trenton, NJ 08628-0508

ACCESS is a grant funded resource center that provides specialized mental health services to deaf and hard of hearing people and their families. It is based at Barnert Hospital's Community Counseling Center in Paterson, N.J., and has satellite offices in locations throughout the state of New Jersey.

ACCESS North
Community Counseling Center
2 East 40th Street
Paterson, NJ 07514

(973) 977-6690 Voice/TTY

For emergencies after hours, weekends, and holidays, call (973) 278-2373 Voice/TTY
Covering: Bergen, Essex, Hudson, Middlesex, Monmouth, Morris, Ocean, Passaic, Sussex, Union, and Warren counties.

Monday-Friday 8:30 a.m. - 5 p.m. Evening hour appointments available.

ACCESS South
Family Services of Burlington County
Route 70 and Jennings Road
Sharps Run Plaza
Unit 3A
Medford, NJ 08055

(609) 953-5717 Voice/TTY

For emergencies after hours, weekends and holidays, call (609) 953-5714
Covering: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Hunterdon, Mercer, Salem, and Somerset counties.

Monday-Friday 8:30 a.m. - 5 p.m.

Recommended Readings

General Research

Bull, Thomas (1998). *On the Edge of Deaf Culture: Hearing Children/Deaf Parents*. Alexandria, VA: Deaf Family Research Press. 349 pages. A comprehensive annotated bibliography of materials and resources on hearing children of deaf parents. Over 2,200 citations with over 800 annotations.

Buchino, Mary Ann (1990). Hearing children of deaf parents: a counseling challenge. *Elementary School Guidance and Counseling*, 24 (3), 207-212.

Hoffmeister, Robert (1985). Families with deaf parents: a functional perspective. In S.K. Thurman (Ed.), *Children of Handicapped Parents: Research and Clinical Perspectives*. Orlando: Academic Press, pp. 111-130. This book chapter presents an overview of families with deaf parents, not focusing on deficits created by hearing loss but successful functioning in the community.

Preston, Paul (1994). *Mother Father Deaf: Living Between Sound and Silence*. Cambridge, MA: Harvard University Press. 278 pages. Based upon interviews with 150 adult hearing children of deaf parents, this national study examines the family life and the cultural experiences of growing up with deaf parents.

Singleton, Jenny and Matthew Tittle (In Press). Deaf parents and their hearing children. In S.A. Fowler, A.H. Hains, & R.M. Santos (Eds.), *The context of culture and language in recommended practices for early childhood special education*. Baltimore, MD: Paul Brookes. Contact <singletn@uiuc.edu> A discussion of the cultural and educational factors to be considered in working with hearing children of deaf parents.

Autobiographies and Stories

Barash, H.L., and Eva Barash Dicker (1991). *Our Father Abe: the Story of a Deaf Shoe Repairman*. Madison, Wisconsin: Abar Press.

Davis, Lennard (2000) *My Sense of Silence: Memoirs of a Childhood with Deafness*. Urbana, IL: University of Illinois. Now a University professor, the hearing son of deaf parents reflects on his childhood experiences growing up in the Bronx.

Greenberg, Joanne (1970). *In This Sign*. New York: Holt, Rinehart and Winston. A novel focusing on one family of two deaf parents and their two hearing children during the first half of the 20th Century. This story was televised as Hallmark Hall of Fame's *Love is Never Silent* in December 1985.

Kraft, Bonnie (1997). "Tomorrow Dad Will Still Be Deaf and Other Stories." Video, 90 minutes. San Diego, CA: Dawn Sign Press. An adult hearing daughter of deaf parents shares memorable and humorous stories of her life with deaf parents. In American Sign Language with voice over.

Link, Caroline (Director) (1997). *Beyond Silence*. Buena Vista Home Entertainment. Nominated for an Academy Award as Best Foreign Film, this 100 minute German film focuses on a hearing daughter's struggle to live independently of her deaf parents. In German with English subtitles.

Sidransky, Ruth (1990). *In Silence: Growing up Hearing in a Deaf World*. New York: St. Martin's Press. The autobiography of a woman who grew up in New York, living in two worlds -- the hearing and the deaf.

Walker, Lou Ann (1986). *A Loss for Words*. New York: Harper and Row. 224 pages. A touching and humorous story of a hearing woman who grew up with deaf parents in Indiana.

Deaf People and Deaf Culture

Davis, Lennard (Ed.) (1999). *Shall I Say a Kiss?: The Courtship Letters of a Deaf Couple 1936-1938*. Washington, DC: Gallaudet University Press. 175 pages. Compiled by their hearing son, these letters document the courtship between his deaf father who lived in the United States and his deaf mother who lived in England.

Gallaudet Encyclopedia of Deaf People and Deafness. John Van Cleve, Editor in Chief. New York: McGraw Hill Book Company, 1987. Three Volumes. This three-volume reference work includes fields of sociology, audiology, law, education, psychology, history, and rehabilitation.

Gannon, Jack (1981). *Deaf Heritage: A Narrative History of Deaf America*. Edited by Jane Butler and Laura-Jean Gilbert. Silver Spring, MD: National Association of the Deaf. 483 pages. An illustrated history of Deaf culture, history and education in America.

Jacobs, Leo (1980). *A Deaf Adult Speaks Out*. Washington, DC: Gallaudet University. 145 pages. Now in its 3rd edition, a deaf educator has written a personal account of what it is like to be deaf in a hearing world.

Lane, Harlan (1984). *When the Mind Hears: A History of the Deaf*. New York: Random House. 537 pages. This book is considered the most thorough history of deaf education and sign language from pre-Revolutionary France to the rise of Gallaudet University.

Lane, H., Hoffmeister, R., & Bahan, B. (1996). *A Journey into the Deaf-World*. San Diego, CA: Dawn Sign Press. 513 pages. Based on recent research findings, this book explores the culture, language and politics of the Deaf World.

Padden, Carol and Tom Humphries (1988). *Deaf in America: Voices from a Culture*. Cambridge, MA: Harvard University Press. 134 pages. Through the use of folklore and stories, this book explains how Deaf culture works, what it means to its members, and how they interact with the hearing world.

Sign Language

Costello, E. (1995). *Signing: How to speak with your hands*. New York: Bantam Books. 262 pages. This introductory guide to American Sign Language (ASL) is now revised and updated to accommodate advances in technology, social sensitivity, and to better illuminate our multi-cultural world. Over 1,300 upper torso illustrations clearly show formation and movement of the hands, and their relation to the body and face.

Costello, E. (1994). *Random House American Sign Language Dictionary*. New York: Random House. 1067 pages. This compendium of more than 5,600 words and signs includes illustrations and definitions in an easy-to-use alphabetical format.

For Younger Readers

Baker, Pamela J. (1986) *My First Book of Sign*. Illustrated by Patricia Bellan Gillen. Washington, DC: Gallaudet University. 80 pages. This full-color alphabet book gives signs for 150 words most frequently used by young children and verbs is based on early language acquisition research. Ages 4-8.

Greene, Laura and Dicker, Eva Barash (1990) *Sign-Me-Fine: Experiencing American Sign*. Illustrated by Caren Caraway. Washington, DC: Gallaudet University. 120 pages. Written for young adults, *Sign-Me-Fine* introduces American Sign Language (ASL) and emphasizes how its structure differs from English.

Litchfield, A.B. (1980) *Words in our hands*. Illustrations by Helen Cogancherry. Chicago: Albert Whitman and Company. 32 pages. A children's book that describes life in a family with deaf parents. Ages 4-8.

MacKinnon, Christy (1993) *Silent Observer*. Washington, DC: Gallaudet University. 48 pages. Illustrated by the author who was born in Nova Scotia at the turn of the century, lost her hearing at age two and grew up on her family's farm. Ages 5-9.

Peterson, Jeanne, Deborah Ray (Illustrator) (1984). *I Have a Sister, My Sister is Deaf*. New York: Harper and Row. A young girl describes how her younger deaf sister experiences everyday life. Ages 4 to 8 years.

Walker, Lou Ann. (1994). Hand, heart and mind: The story of the education of America's Deaf people. New York: Dial Books. 136 pages. A book for young readers examines the complex struggle by deaf students, from the early 1800s to the 1988 Gallaudet University student revolt.

Resources

Northern Virginia Resource Center for Deaf and Hard of Hearing Persons. (1992). "Parenting: Bringing two worlds together" [Video]. Fairfax: Author. (Available from: 10363 Democracy Lane, Fairfax, VA 22030.) Designed to be used by a deaf facilitator, this parent education series for deaf parents includes interviews with other deaf parents about their experiences raising hearing children. Includes two 90 minute videotapes with a manual of 206 pages. In American Sign Language without voice-over.

(1997, May). Proceedings of the International Conference on Building Bridges: Strengthening home and school relationships for Deaf parents and their Hearing children. Washington, DC: Gallaudet University Press.

Smaller Press Contact Information

Dawn Sign Press
6130 Nancy Ridge Drive
San Diego, CA 92121
(619) 625-0600

Sign Enhancers, Inc.
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