

Building Bridges, Crossing Borders: One Young Deaf Woman's Education

Chapter 1. Lessons from the Past

Additional Information about Deaf History

History of Deaf Education Timeline: <http://www.timetoast.com/timelines/104880>

Sign Language Timeline: <http://www.timetoast.com/timelines/62062>

Hearing Device Timeline: <http://beckerexhibits.wustl.edu/did/timeline/>

Sound & Fury PBS Documentary On Deaf Culture and Cochlear Implants:
<http://www.pbs.org/wnet/soundandfury/culture/deafhistory.html> (includes lesson plans)

History of the Deaf Community: http://ead.ee/foreign_deaf_history

Historical Context of Signs: <http://www.handspeak.com/study/library/?byte=h&ID=57>

Deaf History Timeline: <https://www.youtube.com/watch?v=s7tOwDYIWMY>

ASL Timeline: <http://www.deafjam.org/timeline.html>

Deaf History Wikipedia Site: http://en.wikipedia.org/wiki/Deaf_history

Samuel Heinicke, Father of Oral Deaf Education:
<http://deafness.about.com/cs/featurearticles/a/samuelheinicke.htm>

Abbe Charles Michel De L'Epee, Father of Sign Language:
<http://deafness.about.com/cs/education/a/deafeducation.htm>

Oral Education and Women in the Classroom:
<http://www.pbs.org/weta/throughdeafeyes/deaflife/women.html>

Alexander Graham Bell and His Role in Oral Education:
<http://www.disabilitymuseum.org/dhm/edu/essay.html?id=59>

Learning Amid the Silence: Education of the Hearing-Impaired in Ante-Bellum America:
<http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Education-Of-The-Deaf.aspx>

Assignments/Issues for Classroom Discussion

- Compare and contrast oral/manual histories in deaf education

- VENN diagram
- Contrasting flow charts
- Identify improvements in technology(e.g., hearing aids, digital hearing aids, cochlear implants) and discuss their impact on each of the two major philosophical stances in education of D/deaf children
- Review and discuss the differing philosophies represented by oral and sign language traditions within the field of Deaf studies from a human rights perspective
- Interview a D/deaf adult or teen taught utilizing an oral and sign language philosophy—compare and analyze the two perspectives and experiences

Chapter 2. Freedom to Thrive: A Matter of Human Rights

Additional Information on Human Rights

Deaf Individuals and Issues of Human Rights: <http://www.wfdeaf.org/wp-content/uploads/2011/06/Deaf-People-and-Human-Rights-Report.pdf>

National Association of the Deaf Position Statement on Schools for the Deaf: <http://nad.org/issues/education/k-12/position-statement-schools-deaf>

Linguistic Rights: http://en.wikipedia.org/wiki/Linguistic_rights

What Is the Human Rights Act? <http://www.actiononhearingloss.org.uk/supporting-you/rights-and-benefits/disability-discrimination-and-the-law/what-is-the-human-rights-act.aspx>

NAD Convention on the Rights of Persons with Disabilities: <http://nad.org/issues/international-advocacy/crpd>

Assignments/Issues for classroom discussion:

- Preview the movie, *Children of a Lesser God* and discuss the implications regarding issues of linguistic rights for D/deaf individuals
- Discuss how Paulo Freire’s banking concept in education applies to members of the Deaf community and other marginalized members of society; what are the commonalities?
- Discuss and analyze the impact the “Deaf President Now” movement had on raising the awareness of oppression as it related to the field of deaf education and any lingering liberating affects
- As separate schools for the deaf close and shrink in numbers, how will Deaf culture and the language of the Deaf be proliferated?

- How does control of curriculum development & implementation impact instruction and methodology as it pertains to teaching D/deaf children?
- How can we, as teachers recognize the fact that deafness is not generalizable and offer instruction that will meet the needs of the individual child? Is such an endeavor attainable?

Chapter 3. Field of Dreams

Additional Information on Early Detection and Intervention

Stress and Coping in Families with Deaf Children:

<http://jdsde.oxfordjournals.org/content/1/3/155.full.pdf>

Communication Between Parents and Deaf Children: Implications for Social-Emotional Development: <http://www.ncbi.nlm.nih.gov/pubmed/9363578>

The Psychology of Hearing Loss:

<http://www.asha.org/publications/leader/2002/020319/020319d/>

Hearing Mothers and Their Deaf Children: The Relationship Between Early, Ongoing Mode Match and Subsequent Mental Health Functioning in Adolescence: <http://lsl.usu.edu/files/wallis-productionaccuracy.pdf>

Communication Considerations for Parents of Deaf and Hard-Of-Hearing Children:

<https://www.nidcd.nih.gov/health/hearing/pages/commopt.aspx>

Early Intervention: Communication and Language Services for Families of Deaf and Hard-Of-Hearing Children:

http://www.cdc.gov/ncbddd/hearingloss/freematerials/communication_brochure.pdf

CDC Parent's Guide to Hearing Loss Resources:

<http://www.cdc.gov/ncbddd/hearingloss/parentsguide/resources/>

Guide for Families of Infants and Children with Hearing Loss:

http://www.infantheating.org/statematerials/diagnosed/VT_Guide%20for%20Families%20of%200Infants%20and%20Children%20with%20Hearing%20Loss.pdf

Additional Information on the Critical Period for Language Learning in Deaf Children

The Critical Period for Language Acquisition and the Deaf Child's Language Comprehension: A Psycholinguistic Approach: <http://idiom.ucsd.edu/~rmayberry/pubs/ACFOSmayberry.pdf>

Why Parents of Deaf Children Don't Learn Sign Language:

<http://www.deafed.net/publisheddocs/sub/970415y.htm>

Sign Language Use for Deaf, Hard Of Hearing, and Hearing Babies: The Evidence Supports It: <http://www.gallaudet.edu/Images/Clerc/pdf/Full%20Document%20of%20ASDC%20Sign%20Language%20for%20All-English.pdf>

The Effects of Sign Language on Spoken Language Acquisition in Children with Hearing Loss: A Systematic Review Protocol: <http://www.systematicreviewsjournal.com/content/2/1/108>

Assignments/Issues for Classroom Discussion

- Discuss the importance of early intervention in terms of its impact on language acquisition and development
- Develop a pie-shaped model depicting the importance of family involvement and parent education regarding childhood hearing loss/deafness. The family should be in the center of the pie; what other professionals and/or resources are critical slices of the pie?
- What is the significance of a “critical or sensitive period” in terms of language acquisition among children who are D/deaf and hard of hearing?
- Highlight critical decisions faced by parents of deaf children during the first few months after identification? What is the importance of making decisions regarding amplification as early in the process as possible?
- How does the poem, “Welcome to Holland,” apply specifically to hearing parents of deaf children?

Chapter 4. Meet the Daniels Family

Additional Resources

Early Intervention Information

Coping: The First Weeks After Identification: <http://www.bcfamilyhearing.com/my-child-has-a-hearing-loss/first-weeks-after-the-diagnosis/coping/>

Implications of Developmental Plasticity for the Language Acquisition of Deaf Children with Cochlear Implants: <http://www.utdallas.edu/~assmann/aud6306/robinson98.pdf>

Online Early Intervention Program: <http://ihearlearning.org/>

Early Intervention: Communication and Language Services for Families of Deaf and Hard-of-Hearing Children: http://www.cdc.gov/ncbddd/hearingloss/freematerials/communication_brochure.pdf

Early Beginnings for Children Who Are Deaf or Hard of Hearing: Guidelines for Effective Services:

[http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/help_for_babies_\(0_to_3\)/early_intervention/early_beginnings_contents.html](http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/help_for_babies_(0_to_3)/early_intervention/early_beginnings_contents.html)

Early Intervention for Infants and Toddlers: <http://nad.org/issues/early-intervention>

Best Practices in Family-Centered Early Intervention for Children Who Are Deaf or Hard of Hearing: An International Consensus Statement:

<http://jdsde.oxfordjournals.org/content/18/4/429.short?rss=1>

Early Intervention and Language Development in Children Who Are Deaf and Hard of Hearing:

<http://www.ncbi.nlm.nih.gov/pubmed/10969127>

Center for Early Intervention on Deafness: <http://www.ceid.org/>

Choosing a Communication Mode

Using Sign Language and Voice: <http://deafness.about.com/cs/communication/a/totalcomm.htm>

Sign Language Use for Deaf, Hard of Hearing, and Hearing Babies: The Evidence that Supports it:

<http://www.gallaudet.edu/Images/Clerc/pdf/Full%20Document%20of%20ASDC%20Sign%20Language%20for%20All-English.pdf>

Communication Considerations for Parents of Deaf and Hard-of-Hearing Children:

<https://www.nidcd.nih.gov/health/hearing/pages/commopt.aspx>

Communication Options for Children Who Are Deaf or Hard-of-Hearing:

<https://www.nidcd.nih.gov/StaticResources/health/healthyhearing/tools/pdf/commoptionschild.pdf>

Hearing Loss in Children—Free Materials:

<http://www.cdc.gov/ncbddd/hearingloss/freematerials.html>

Hearing Loss Organizations and Associations: <http://www.asha.org/public/hearing/Hearing-Loss-Organizations-and-Associations/>

Facts about Pediatric Hearing Loss: <http://www.asha.org/aud/Facts-about-Pediatric-Hearing-Loss/>

Communication Methods Used by Individuals Who Are Deaf:

<http://www.ncdhhs.gov/dsdhh/brochures/communication.pdf>

Cochlear Implants

Cochlear Implants: <https://www.nidcd.nih.gov/health/hearing/pages/coch.aspx>

Cochlear Implant Information—Johns Hopkins:

http://www.hopkinsmedicine.org/otolaryngology/specialty_areas/listcenter/cochlear_info.html

Cochlear Implants: <http://www.asha.org/public/hearing/Cochlear-Implant/>

The Cochlear Implant Education Center:

https://www.gallaudet.edu/clerc_center/information_and_resources/cochlear_implant_education_center.html

Cochlear Implants:

<http://www.fda.gov/MedicalDevices/ProductsandMedicalProcedures/ImplantsandProsthetics/CochlearImplants/>

Cochlear Implants: <http://kidshealth.org/parent/general/eyes/cochlear.html>

Cochlear Implant Simulation of Speech And Music:

<http://www.youtube.com/watch?v=SpKKYBkJ9Hw>

Deaf Family Finds Themselves Torn Between Deaf and Hearing World:

<http://www.youtube.com/watch?v=F0uAx7N1Ys>

Sound and Fury 6 Years Later: <http://www.youtube.com/watch?v=nqKvWtdNmCw>

The Heather World-Heather Artinian TedX Georgetown University:

<http://www.youtube.com/watch?v=87OJxxG1RL8>

What Do Hearing Loss, Hearing Aids and Cochlear Implants Sound Like?

<http://shelaza.com/links/what-do-hearing-loss-hearing-aids-and-cochlear-implants-sound-like/>

Assignments/Issues for Classroom Discussion:

- After viewing several web sites (see below), cite 10 reasons that early intervention is critical
- What are current options for parents who have children who are D/deaf or Hard of Hearing?
- View the video clip from *Sound and Fury 6 Years Later* as well as the Heather World Ted talk
 - Identify all that is atypical in Heather's situation
 - Discuss the unique situation that Heather poses as a Deaf child of Deaf parents who is insistent on having cochlear implant surgery
 - What is exceptional with regard to her philosophy of building bridges—choosing a “Heather World” as opposed to a Deaf or Hearing World?
- Is it possible to belong equally (or comfortably) to multiple worlds/cultures/linguistic practices?
- Discuss ways we can build bridges of understanding between D/deaf, Hard of Hearing and hearing communities? Should this be a goal?

Chapter 5. School Choice

Additional Resources

Deaf Education

Auditory/Oral Option: <http://optionschools.org/>

Bill of Rights for Deaf and Hard-of-Hearing children: <http://nad.org/issues/education/k-12/bill-of-rights>

Placement Considerations:

[http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/educate_children_\(3_to_21\)/placement_issues/placement_considerations.html](http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/educate_children_(3_to_21)/placement_issues/placement_considerations.html)

Schools and Programs for Deaf and Hard of Hearing Students in the United States:

https://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/resources/websites_of_schools_and_programs_for_deaf_students_.html

Special Education for Deaf and Hard-of-Hearing children:

<http://www.doe.mass.edu/sped/links/deaf.html>

Oral Deaf Education: <http://www.oraldeafed.org/>

Educating Deaf Children—School Placement:

<http://www.rit.edu/ntid/educatingdeafchildren/?cat=9>

Considering Placement and Educational Approaches for Students Who Are Deaf and Hard of Hearing: <http://www.casenex.com/casenex/cecReadings/consideringPlacement.pdf>

National Association for the Deaf Position Statement on Schools for the Deaf:

<http://nad.org/issues/education/k-12/position-statement-schools-deaf>

School Placement for Children Who Are Deaf and Hard-of-Hearing:

<http://www.handsandvoices.org/needs/placement.htm>

School Placement Considerations for Children Who Are Deaf and Hard-of-Hearing:

http://listeningandspokenlanguage.org/uploadedFiles/Connect/Meetings/Pediatric_Hearing_Loss_Conference/Handouts/School%20Placement%20AG%20Bell%20Oct%202013.pdf

Section 504 of the Rehabilitation Act pertaining to Deaf and Hard-of-Hearing Children:

<http://www.disabled-world.com/disability/education/section-504.php>

Preventive Intervention for School-Age Deaf Children:

The PATHS Curriculum <http://jdsde.oxfordjournals.org/content/3/1/49.full.pdf>

Considerations in Educating Deaf and Hard-of-Hearing Students in Inclusive Settings:

<http://jdsde.oxfordjournals.org/content/4/3/163.full.pdf>

Special Considerations for Parents Raising a Teenager with Hearing Loss:

<http://www.oticonusa.com/~asset/cache.ashx?id=10838&type=14&format=web>

Deafness and Literacy

Students Who Are Deaf and Hard of Hearing and Use Sign Language: Considerations and Strategies for Developing Spoken Language and Literacy Skills:

<http://www.gallaudet.edu/Images/Clerc/pdf/nussbaumthieme.pdf>

Acquisition of English Literacy by Signing Deaf Children:

http://www.perspectiva.ufsc.br/pontodevista_05/07_garcia.pdf

Cued Speech—New Approach on Deaf Literacy Heartening:

<http://www.washingtonpost.com/wp-dyn/content/article/2006/07/20/AR2006072000240.html>

Center on Literacy and Deafness: <http://clad.gsu.edu/>

The Relationship Between Literacy and ASL:

<http://www.lifeprint.com/asl101/pages-layout/literacy1.htm>

Literacy and Deaf People: <http://muse.jhu.edu/books/9781563682339>

Exploring the Language and Literacy Outcomes of Pediatric Cochlear Implant Users:

<http://www.uiowa.edu/~clrc/pdfs/literacy.pdf>

Predictors of Reading Skill Development in Children with Early Cochlear Implantation:

http://www.researchgate.net/publication/10878595_Predictors_of_reading_skill_development_in_children_with_early_cochlear_implantation

Spelling in Deaf Children with Cochlear Implants:

https://pages.wustl.edu/files/pages/imce/treiman/hayes_treiman_and_geers_chapter_final_version.pdf

Literacy Achievement and Early Cochlear Implantation in Deaf Children:

http://www.users.miamioh.edu/shermalw/cruse_mwera2004.htm

Mental Health

Mental Health Needs among Individuals Who Are Deaf:

<http://lifeprint.com/asl101/topics/mentalillness.htm>

General Info: Living with Hearing Loss—Mental Health Issues for the Deaf:

<http://www.fccdhh.org/pages/general-info-living-with-hearing-loss-mental-health-issues-for-the-deaf.html>

NAD Position Statement on Mental Health Services for Deaf Children:

<http://nad.org/issues/health-care/mental-health-services/for-deaf-children>

Assignments/Issues for Classroom Discussion

- What should be the major considerations in determining the most appropriate educational setting for a d/Deaf or Hard of Hearing child?
- What are the primary educational options available in most states in the United States?
- What are the primary benefits enjoyed by Deaf children and their families living in states where the Bill of Rights for Deaf Children has been adopted?
- How can parents determine what constitutes the “least restrictive environment” for their child? Will it be the same for all d/Deaf children?
- Review several of the literacy web sites and create a Venn diagram focusing on the principles of teaching literacy via an auditory/phonemic awareness methodology (used by many deaf children who utilize cochlear implants) to decode written English, as compared with principles used when teaching children to decode print utilizing ASL as the first language.
- After reviewing web sites related to mental issues among d/Deaf individuals, list reasons why frustration regarding accessible communication could lead to mental health issues. What are some difficulties D/deaf individuals frequently face in accessing mental health support services?

Chapter 6. College and Beyond

Additional Information

College

Deafness and Life Adventures: <http://bakardali.blogspot.com/2011/06/deaf-students-in-college.html>

Transitioning to College for Deaf Students. College? Now What? Resource Manual: <https://www.nr.edu/cdhh/pdfs/transitioning.pdf> AD State and Local Colleges and Universities:

NAD State and Local Colleges and Universities: <http://nad.org/issues/education/higher-education/state-and-local-colleges-and-universities>

Growing Up Deaf—The College Years My Deaf College Experience: <http://deafness.about.com/cs/colleges/a/collegyears.htm>

Deaf Colleges vs. Mainstream Colleges: <http://cochlearimplantonline.com/site/life/college-guide/searching-colleges/deaf-colleges-vs-mainstream-colleges/>

Employment

Jobs and Careers of Deaf and Hard of Hearing People:

http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/transition_to_adulthood/working_and_careers/jobs_and_careers_of_dhoh_ppl.html

Employment Resources in the Deaf Community:

<http://deafness.about.com/cs/jobfeatures/a/findjobs.htm>

Career Trends for the Deaf: <http://www.lifeprint.com/asl101/topics/career-trends-for-the-deaf.htm>

The Nation's Voice for People with Hearing Loss:

<http://www.hearingloss.org/content/workplace>

Accommodation and Compliance Series: Employees with Hearing Loss:

<http://askjan.org/media/hearing.html>

Questions and Answers about Deafness and Hearing Impairments in the Workplace and the Americans with Disabilities Act: <http://www.eeoc.gov/facts/deafness.html>

Deaf to Work: <http://www.deaftowork.org/>

S.T.E.P. – Strategies to Empower Deaf People:

<http://stepagency.com/employment/deafculture.html>

Looking For Work: Selected Resources for Finding Employment Opportunities for Deaf and Hard of Hearing People:

http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/transition_to_adulthood/working_and_careers/looking_fwrk_sel_resc_ffdng_employment_opps_fdhoh_ppl.html

Assignments/Issues for Classroom Discussion:

- Discuss accommodations available for individuals who are D/deaf and Hard of Hearing in college and university settings.
- After viewing the website on “Deaf vs. Mainstream Colleges,” list the considerations most important when making the choice.
- What resources and support services are available to D/deaf and Hard of Hearing individuals seeking employment?
- What accommodations are required (by law, i.e., ADA) to be provided to D/deaf and Hard of Hearing individuals in the workplace?