

Working Towards a Healthy Identity for Child and Family Through Biculturalism

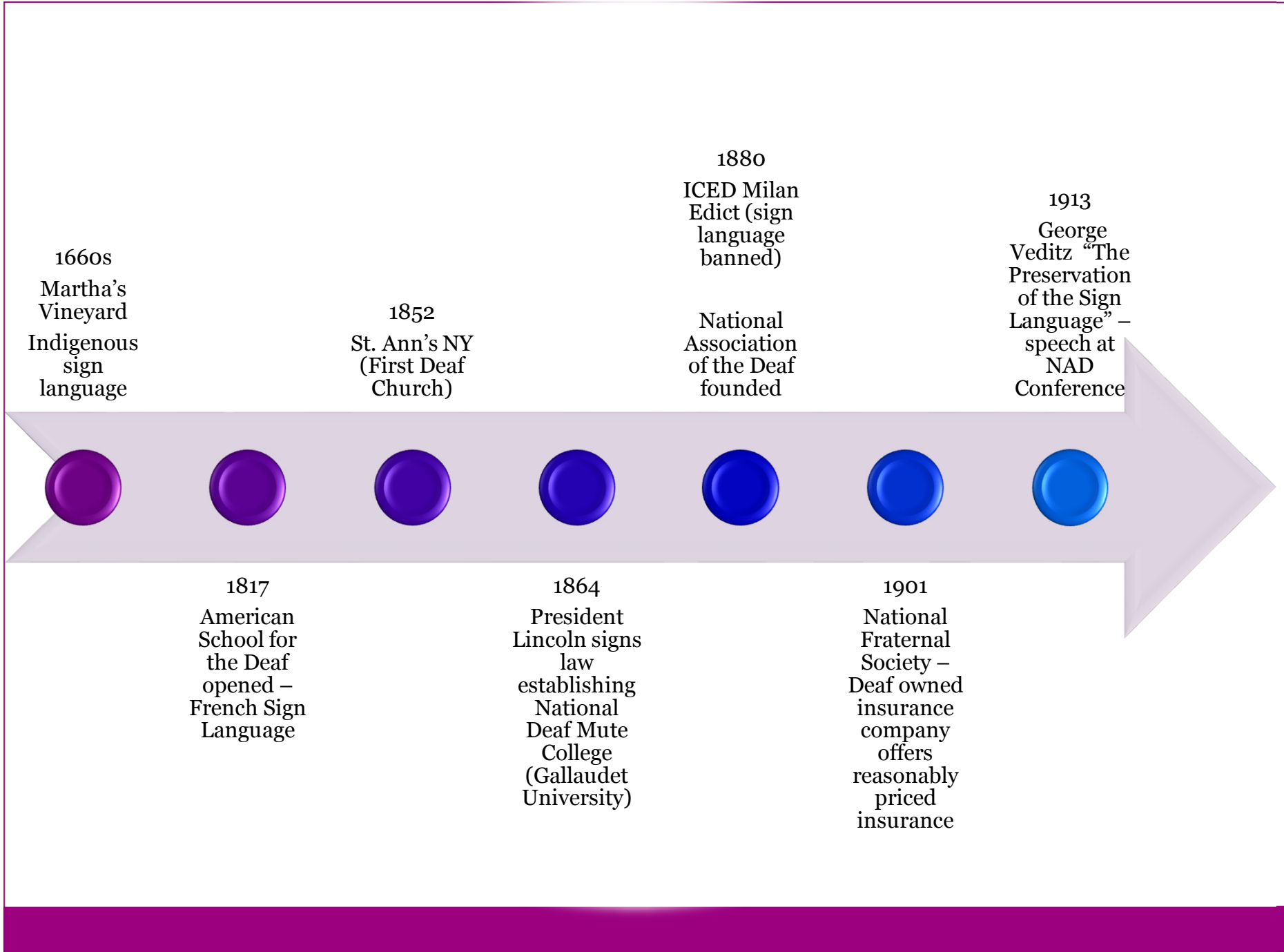
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Language and Culture are Closely Related

- Individuals who are Deaf or Hard of Hearing (D/HH) enjoy a very rich linguistic and cultural heritage
- History of the Deaf culture, as in all cultures, helps influence the present



1941-45
Deaf
contributions
to the war
effort and
proliferation
of Deaf clubs

1960
William
Stokoe
publishes
“The
American
Sign
Language”

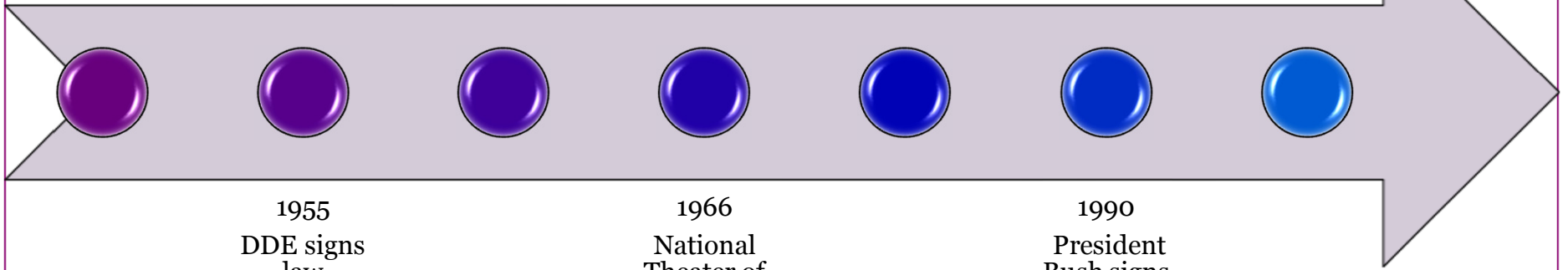
1988
Deaf
President
Now
movement at
Gallaudet

2010
ICED
Canada
Repudiation
of the Milan
Edict

1955
DDE signs
law
establishing
Captioned
Films for the
Deaf

1966
National
Theater of
the Deaf
established

1990
President
Bush signs
Americans
with
Disabilities
Act



More Than 90% of Children Who are D/HH are Born to Hearing Parents

Important that children who are D/HH learn about D/HH culture as well as their own families' culture



Understanding D/HH History can Inform Present Day Issues

How history of oppression of a group of individuals may influence the behaviors of a similar group in the present

Example of a genetic counselor interacting with a Deaf prenatal patient before and after the counselor herself had a child with bilateral hearing loss

Addressing Biculturalism with Families Soon After Birth is Healthy for Identity

Epstein's Model of Self Theory to Understand Self-Concept and Identity

- Develop self theory out of experience by interacting with others
- The ability to predict behavior accurately contributes to identity
- To interact effectively, a common language is required
- If a common language is compromised, identity can be compromised

Categories of Identity Based on Exposure to Deaf Community

- **Balanced bicultural**
- **Deaf-dominant bicultural**
- **Hearing-dominant bicultural**
- **Culturally isolated**
- **Culturally separate**
- **Culturally marginal**
- **Culturally captive**

Cultural Awareness

- Conformity
- Dissonance
- Resistance and Immersion
- Introspection
- Awareness



Personal Stories



Wanting to be Included

- Learn From The Past
 - Oppression
 - ✦ Look through the eyes of others who have theorized about their own groups' struggle for identity after being dominated by others for extended periods of time.
 - Experienced similar paternalistic controlling treatment in the hands of others
- Experience The Present
 - Take advantage of all opportunities
 - Reach out to people that are different from yourself but accept the choices that you have chosen
 - Work with one another, not against
- Strive For the Future
 - Truly bicultural child and family

Non-Judgmental or Unbiased Approach



- **Non-directive**
 - The aim of non-directive interactions is to present facts and options non-judgmentally.
 - Does not advise one option over another
- **Discussing possibilities without putting a judgment on the choice**
 - Necessary to prevent from impressing your own values/beliefs on the family

Resources/How to Obtain Information

- **Articles**

- *Inside Deaf Culture*, Carol A. Padden and Tom L. Humphries
- *A Journey Into the Deaf-World*, Harlan Lane, Robert Hoffmeister, and Ben Bahan
- *Deaf Culture Our Way*, Roy K. Holcomb
- *Keys to Raising a Deaf Child*, Virginia Frazier-Maiwald and Lenore M. Williams
- *The Silent Garden: Raising Your Deaf Child*, Paul Ogden

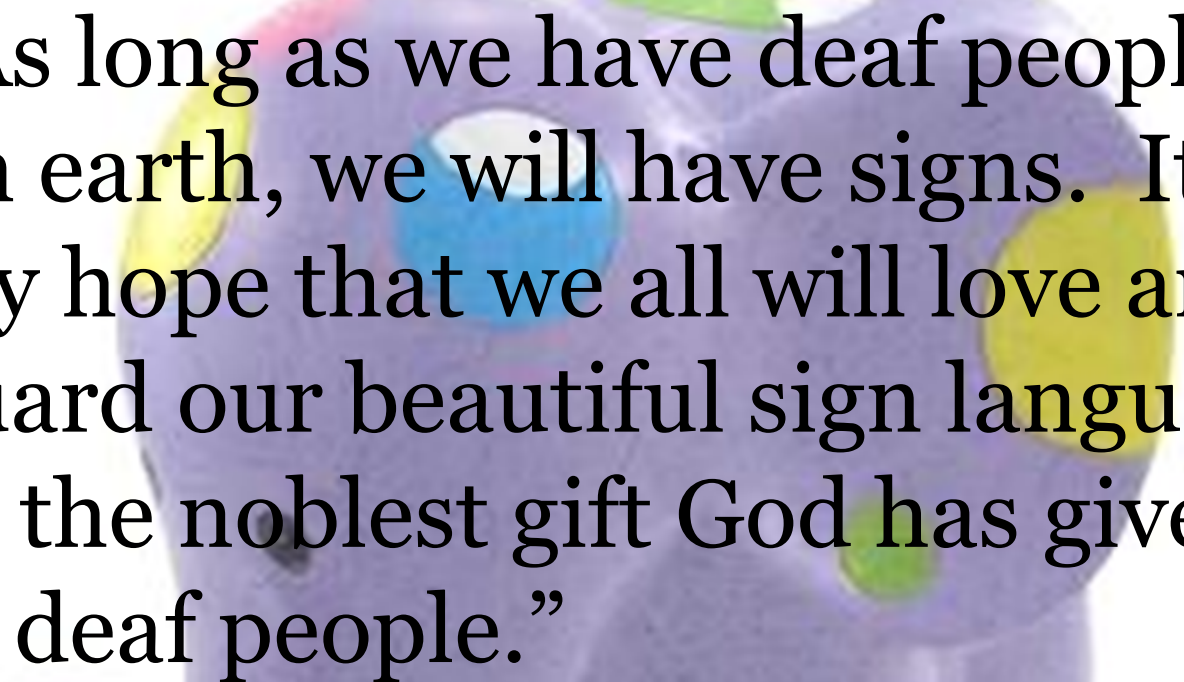
- **Acculturation**

- **National H&V**

- **State Resources**

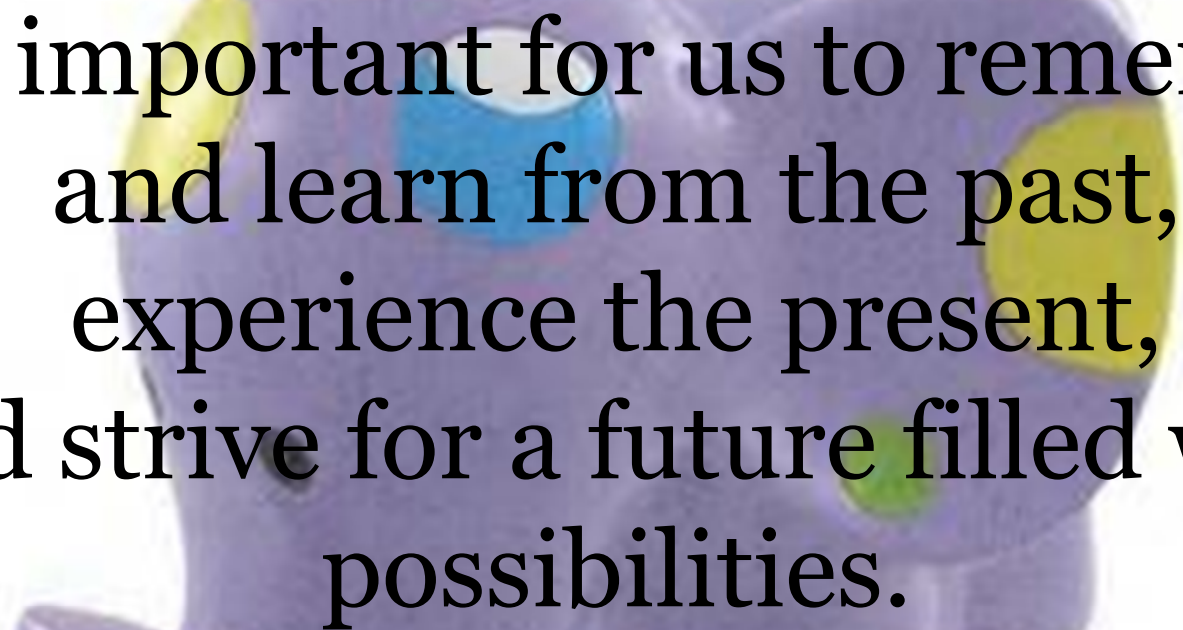
- Every state has Office of the D/HH
- Department of Public Instruction
- Department of Education
- Deaf clubs





“As long as we have deaf people on earth, we will have signs. It is my hope that we all will love and guard our beautiful sign language as the noblest gift God has given to deaf people.”

George Veditz, 1913

A purple elephant figurine with colorful spots (yellow, green, blue, red) on its back and trunk. The elephant is facing right and has a small tusk. The background is white.

It is important for us to remember
and learn from the past,
experience the present,
and strive for a future filled with
possibilities.