

RAISING A DHH CHILD, MY HISPANIC EXPERIENCE

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AGENDA FOR THIS PRESENTATION

1. Growing up in Mexico.
2. Our journey as Parents to a DHH child.
3. Experiences supporting the Hispanic community in Indiana.

Time to write, one word, quick!

PERSPECTIVE

The Mexico I grew up in.

Cultural traits that still remain.

What is “la chancla”?

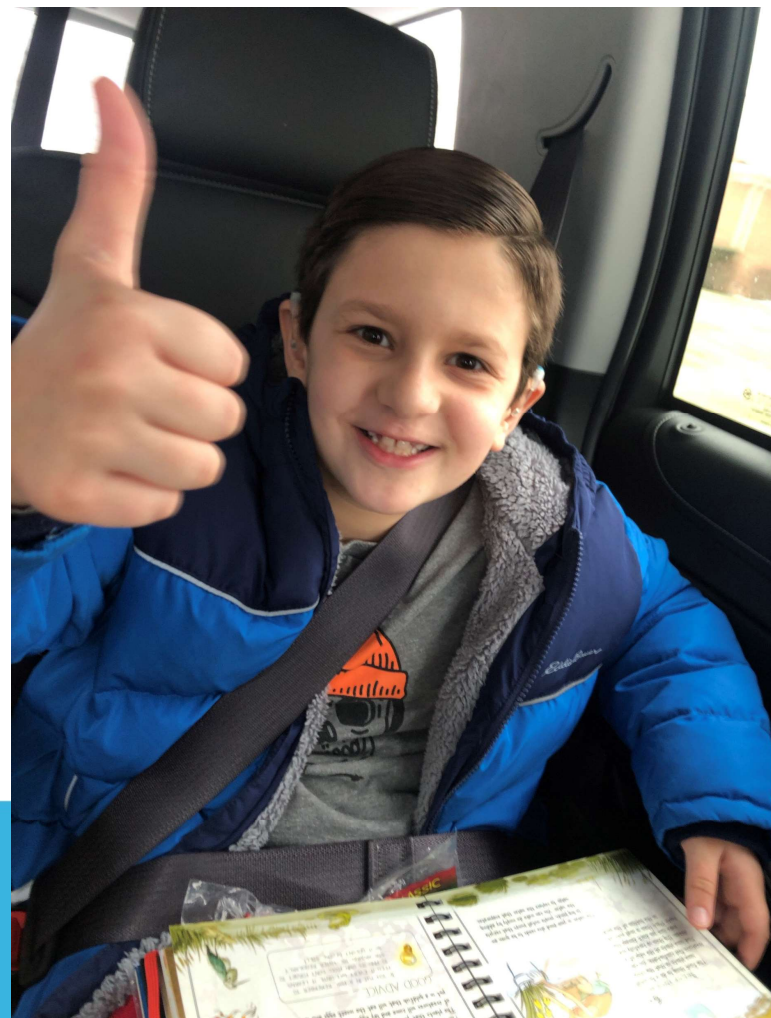


OUR JOURNEY AS PARENTS OF A DEAF CHILD

Jack at 6 months of age



Jack at 9 years of age



My experience working with the Hispanic community



CHALLENGES

- Language
- Differences in the educational system
- Migration Status
- Fear



THE IMMIGRANT SYNDROME (ULYSSES SYNDROME)

Atypical set of depressive, anxious, dissociative, and somatoform symptoms that results from being exposed to extreme levels of stress unique to the process of modern migration.^[1] Rather than a mental disorder, this syndrome is a natural reaction to toxic levels of stress seen in migrants who are otherwise in normal mental health. [1]


Ulysses tells Polyphem: *“You ask me my name. I shall tell you. My name is nobody and nobody is what everyone calls me”* (Odyssey, Song IX, 360). It is clear that if a man has to become a nobody in order to survive, has to remain permanently invisible, he will have no identity, will never become socially integrated, and will not enjoy mental health. [2]

(1) https://en.wikipedia.org/wiki/Ulysses_syndrome

(2) University of Oxford, School of Anthropology & Museum Ethnography. Dr Joseba Achotegui (University of Barcelona) May 30th, 2019.

<https://www.anthro.ox.ac.uk/event/immigrants-living-in-extreme-situations-immigrant-syndrome-with-extreme-migratory-mourning-the>

STRENGTHS

- Cultural values
 - Resilience
 - Family as the foundation of our community
 - Deep value for education, expectations for our children
 - Loyalty
 - Lowest rates of Infant Mortality in Indiana (=WH) / Highest rates of breastfeeding /lowest rates of maternal smoking/Highest rates of NO early prenatal care (PNC).
- 



WHAT DO WE HAVE IN COMMON WITH THE DEAF COMMUNITY

- Strong culture
- Language Minority
- Our language at the core of our culture
- Love for our children
- Desire to continue our traditions and pass them along to the next generations



CHILDREN LEARNING TWO OR MORE LANGUAGES :

Dual Language Learning: Children that learn two or more languages, this means that they are learning English/ASL at the same time as they learn their native language at home.



TWO LANGUAGES, TWO CULTURES

Children that learn in two languages develop in two or more cultural settings where they learn multiple sets of cultural behaviors, ways of thinking, ways of interacting and social rules in general. This allows them to have a higher understanding of human experiences and the ability to adapt to different expectations. (Genesee, Paradis, & Crago, 2004).

Remember that the parents and family members that use a different language are also teaching their children Social and Cultural skills that go hand in hand with that language



HOW TO SUPPORT THEM:

- Consider WIDA testing, advocate for these services.
- Direct communication with the Parents (great apps out there)
- Understand some limitations, meet the Family where they are
- Understand/respect/make space for their decision making process
- Language Interpreter vs a Cultural Broker
- Wrap around services and supports
- Representation matters

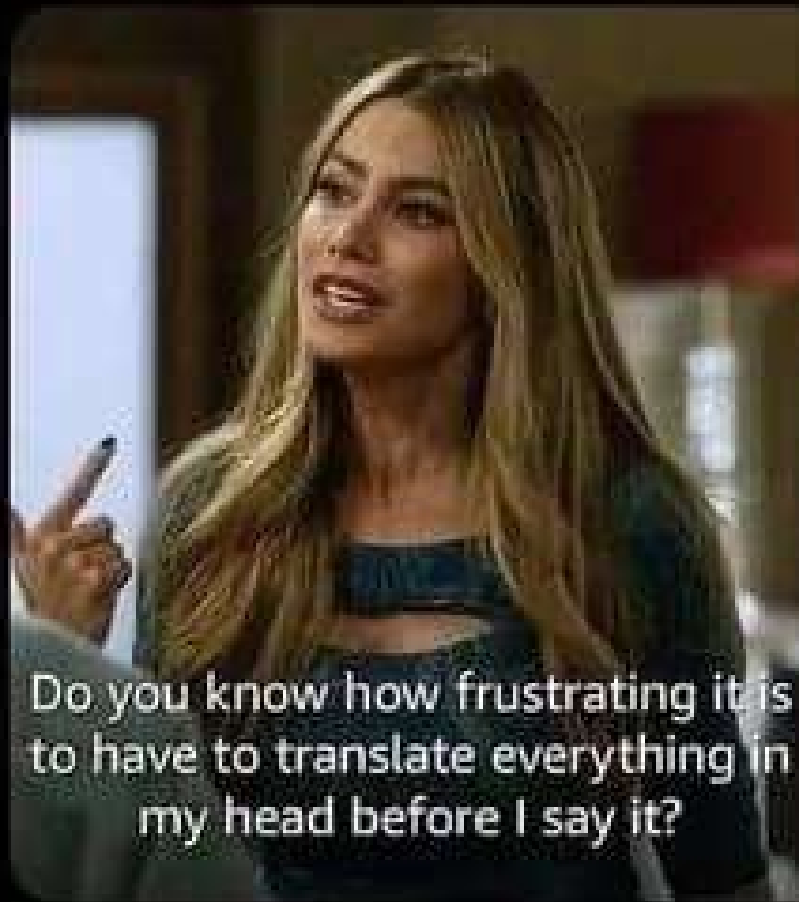


CULTURAL BROKER VS. INTERPRETER

- Born and raised within the culture they represent
 - Has personal experience with the community they represent.
 - Has frequent interaction with members of the community
 - Has a personal connection with the culture and language
 - Celebrates same holidays, eats the same foods, shops at the same stores, etc,
 - Has knowledge of the terminology that is commonly used when visiting or working with specific families.
- Learns the second language either as a child or as an adult but it is mostly used for the purpose of interpreting/translating
 - Is hired typically through an interpreting company that manages several interpreters.
 - The end user may not get to work with the same interpreter every time.
 - May not have personal experience with that community
 - May struggle with specific language that is related to the needs of the family.



Native speakers will NEVER
understand 🤪



"Never make fun of
someone who speaks
broken English. It means
they know another
language."

H. Jackson Brown, Jr.



HIGHER PERSPECTIVE

Our biggest barrier is FEAR

Our biggest asset is TRUST

Jack, what are you?

RESOURCES

Hands & Voices / Resources in Spanish for DHH families

<https://handsandvoices.org/resources/espanol/index.htm>

Great interview to gain perspective about the needs and challenges present during the pandemic within the Hispanic community:

<https://www.hispanicresearchcenter.org/research-resources/reimagining-service-delivery-for-hispanic-families-during-covid-19/>

Foreign language learning characteristics of deaf and severely hard-of-hearing students - CSIZÉR - 2020 - the modern language journal - wiley online library

<https://onlinelibrary.wiley.com/doi/full/10.1111/modl.12630?fbclid=IWAR36QWWKU-NWCSEJ2M-WAD009PFQGA5VNB-U56YHFQCQ1ZHBM79WTRUPBCO>