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Intercultural Communication for Deaf, Deafblind and Hard of Hearing

Introduction



- Deaf
- Biracial
- Woman
- Bilingual (ASL/English)
- Product of Deaf Residential School
- Master's degree in Deaf Education
- Currently in Ed.D studying Higher Education Leadership here at ETSU
- Clinical Assistant Professor teaching for ASL Minor Program under College of Clinical Health Rehabilitative Sciences
- Bilingual Education Advocate



Outcomes

1. To learn about effects of intercultural communications of Deaf History since 1800's.
1. To receive a better understanding of becoming a better ally for students and faculty that are identified d/Deaf, d/Deafblind, or hard of hearing.
1. To learn about how to include American Sign Language and Deaf Culture in your curriculum, scholarly activities, or services.



Definition of Intercultural Communication

Intercultural communication is the study and practice of communication across cultural context.

- 1) Intercultural communication refers to the communication between **people from two different cultures**.
- 2) Intercultural communication refers to **the effects on communication behavior**, when different cultures interact together.



Discovery of Deaf Education and Sign Language



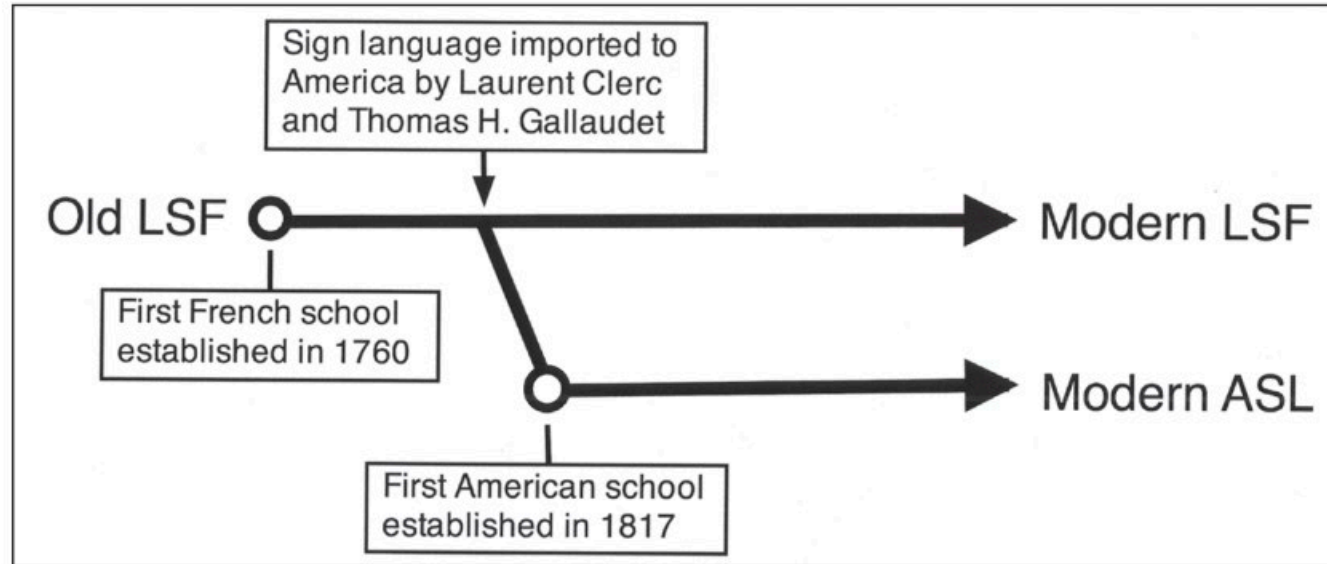
- Deaf Education begun in Institute National des Jeune Sourds-Muets in France.
- Abbe De L'Eppe is our “father of the deaf” for all of sign language and deaf schools in the world.
- Alice Cogswell was America’s first deaf young girl learning sign language. Dr. Mason Cogswell (Alice’s father) wanted to give her an education that is best for her. Alice Cogswell was not making progress with language acquisition yet. Dr. Mason Cogswell bumped into Rev. Thomas Gallaudet to discuss his concern with Alice’s education and learning. Mr. Gallaudet suggested and made an agreement with Dr. Cogswell.
- Rev Thomas Gallaudet went to France and learn from deaf educators and met Laurent Clerc while he was teaching deaf children in LSF. Rev Thomans Gallaudet knew he was the perfect person to bring to America and to teach Alice in Connecticut using sign language.
- Laurent Clerc and Thomas Gallaudet established United States of America’s first deaf school. It is called American School for the Deaf in Hartford, Connecticut in 1817 and is still present today

Link to discovery of Deaf Education:



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Is ASL a language?

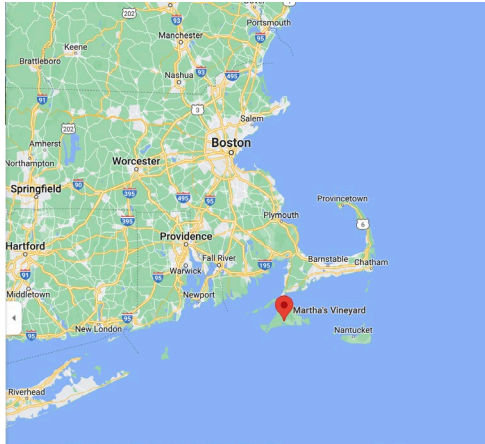


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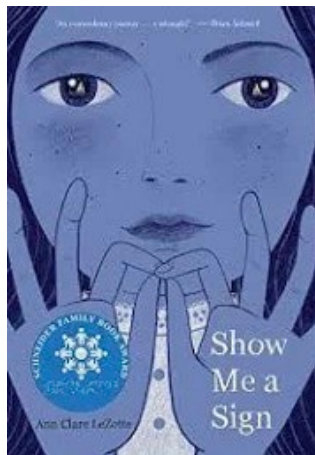
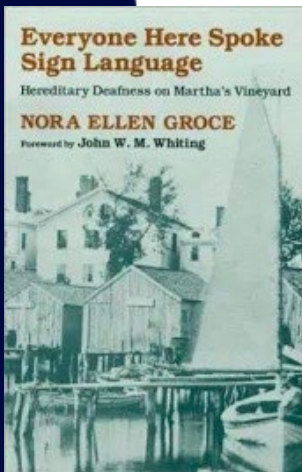
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Discovery of Natural Sign Language



Martha Vineyard in Massachusetts

- That is when an early bilingual deaf education and sign language was "born" in America
- From 1600-1900's, Martha Vineyard was the town where there was 1 out of 4 individuals were deaf, deafblind or hard of hearing. Everyone signed in Martha Vineyard Sign Language.. In science world, they learned there is a genetic of Chrome 28 (genetic of deaf).
- A community create a language naturally. MVSL was formed from a village and lead to ASL today.



To learn more: :

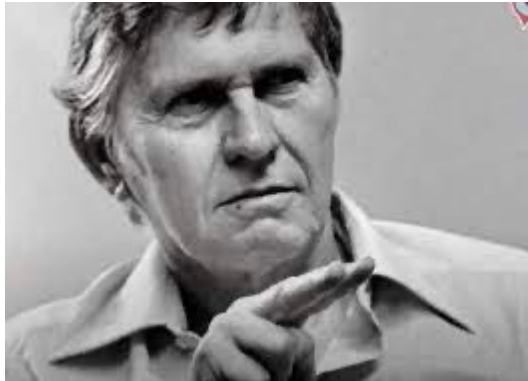


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Is ASL A language?

Dr. William Stokoe, father of ASL and linguist

In 1960, Dr. William Stoke, hearing linguist, discovered ASL is a language.



“American Sign Language (ASL) was generally believed to be a corrupt visual code for spoken English or elaborate pantomime. It and other national sign languages were widely suppressed in educational programs for deaf students, in favor of instruction in articulation and lip-reading. Dr. Stokoe proposed instead that ASL was, in fact, a fully formed human language in the same sense as spoken languages like English”

To learn more: [http:](http://)



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Natural Spatial-Visual Language
that was created by deaf group



Has all linguistics principle to show the
evidence that it is a language. It was proved by
Dr. William Stokoe, ASL Linguist in 1960.



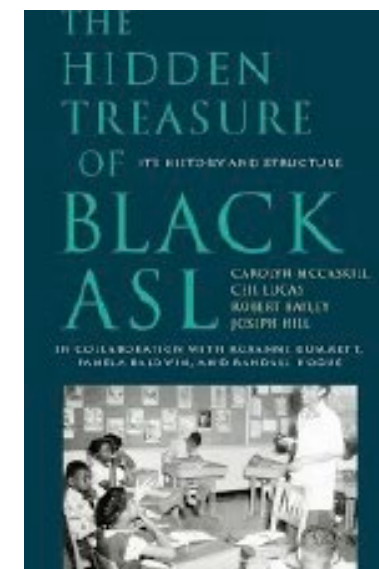
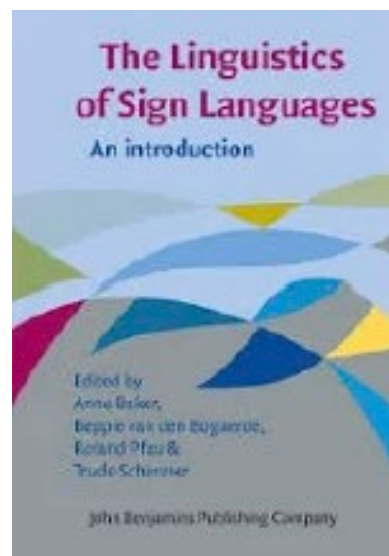
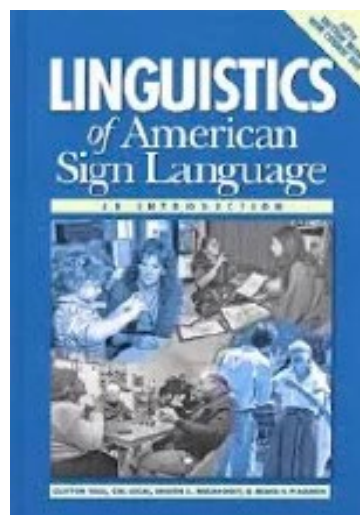
Has meaning that is conveyed through
facial expression, mouth morpheme,
and role shift.



will naturally add new signs based on current
trends/technology itself.

ASL and BASL is a language

His work has created ASL Linguists several linguistics publication with abundance of bibliographies that proves that ASL is a language with its own grammar and syntax.



To learn more:



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Deaf Culture Lens

Deaf and Hard of Hearing individuals with identities understand the social arrangement same way as:

- Women's Studies
- Black Studies
- LGBTQIA+ Studies
- Latinx Studies
- Asian Studies

And many more.





Deaf Culture & History Lens



- History
- Politics
- Language
- Education
- Values





Deaf Culture & History Lens

- Includes a linguistic and cultural group
- Understands that Deaf is part of Diversity, Equity, and Inclusion.
- Recognizes social norms and values are passed down from one generation to another
- Has ASL as a primary means of communication and language/human right to call it as a first language
- Has arts, values, beliefs, and behaviors
- Demonstrates strong heritage
- Values multicultural identities



Oppression, Resistance, Reaffirmation, and Freedom do still happen:

- **Audism**—“My expectations is lower for you within your duties. You focus on teaching only. Do not spend energy or time on bigger idea”
- **Linguicism**---“You do not speak well in English. Our English is better to survive for getting a job or bigger projects”
- **Specialism**---“You need more help and attention. Go to speech therapy to hear and speak better. Hearing and speaking is a miracle!”
- **Intellectualism**---“Your English is not good. You will need to take English 101 again”
- **Ableism**—“Oh, you are still learning. This is premature. Lead teacher will take care of it”

BUT....many of us made it anyways by resilience and past elders who broke barriers:

- **Deafhood**----“You are like me. Deaf is an identity you should be proud!”
- **Deaf Space**---“Let’s go to National Deaf Education Conference and escape from hearing world to feel safe and whole”
- **Deaf Gain**---“I can write English and use ASL. I am bilingual. I can communicate with anyone”
- **Deaf Role Models in Higher Education**—“Oh, I have been there and understand your frustration. I will mentor you to get here and you are fully capable of becoming tenured or get in scholarly activities.”



Identity vs Negative Stigma

D/deaf
D/deafblind
Hard of Hearing
Unilateral
Bilateral (CI)
Mild
Moderate
Profound

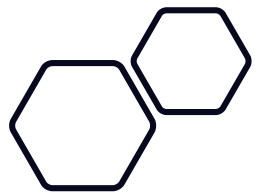


Hearing impaired
Silent
Non-Verbal (deafness)
Hearing problems
Hearing Disability
Deaf Mute
Trouble hearing
Non-hearing
Hearing loss*



Note: It is considered pathological condition as he/she/they are abnormal.

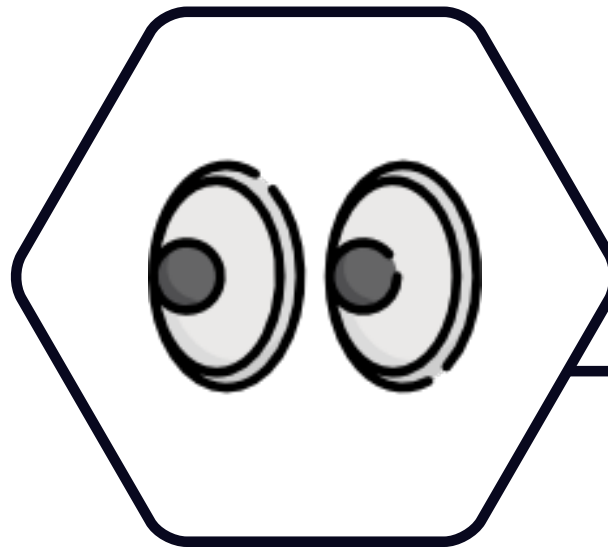


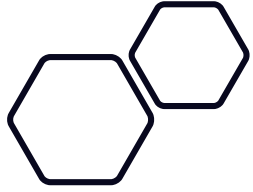


Communication & Language

Attention-Getting

- Wave hands
- Eye contact
- Tap shoulder
- Light Alert (be mindful for seizures)



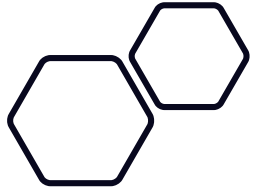


Hearing Abilities

Deaf, Deafblind and Hard of Hearing Individuals identify their sounds differently

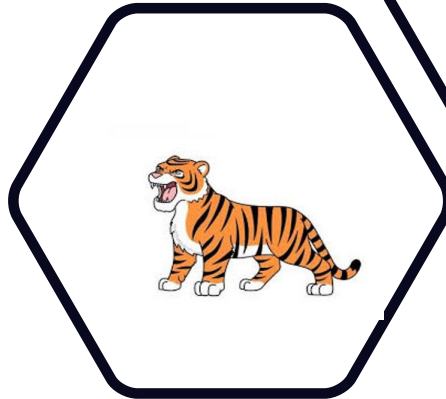
They may or may not identify high pitch sounds with or without hearing devices.





Hearing Abilities

Not every deaf, deafblind, hard of hearing individuals with or without hearing devices can identify low pitch sounds.



Successful without hearing abilities



Miss Melissa Elmira Yingst
Latina
News Host
Digital Marketing and Media Manager
Adjunct for Deaf Studies

Dr. Roberta J. Cordano
LGTBIA+ Member
President of Gallaudet University



Dr. Laurene Simms
African American
Gallaudet University's Chief
Bilingual Officer

Accessibility

- Be aware of American Disabilities of Act (ADA) in workplace and education setting.
- Make sure your lectures are accessible by providing interpreters, closed captions, and be aware how you are delivering your resources in publications. Deafblind prefers black as a background and yellow/white as a font.
- If you identify a student or faculty who is deaf, deafblind, or hard of hearing is fully capable of doing its job other than “hearing abilities”, invite or hire them to do the job.
- Create a space for their growth and give them access to information to your resources or professional duties EARLY. Recognize your hearing privileges in a positive way.



How to be an ally for Deaf, Deafblind and Hard of Hearing Community that uses ASL?

1. Listen to us, learn, and acknowledge
2. Understand that ASL and Deaf Culture belongs to deaf, deafblind, and hard of hearing students and faculty members
3. Recognize ASL is a language, not just a communication tool.
4. Voice that ASL should be recognized as a world language as second language learners (L2)
5. Establish an equal or minority partnership with members of the Deaf community in any undertaking your endeavor that pertains to the Deaf Community. Include them in any decisions.
6. Create, protect, value, foster and Deaf space. Consider physical spaces and ad hoc spaces.
7. Do not take or exploit financial resources, employment opportunities or position of power from Deaf people.
8. Recognize and how to act in interpersonal, societal, and institutional change
9. Be proactive Ally to Deaf, Deafblind, Hard of Hearing students and/or faculty members.
10. You can't anoint yourself as an ally. You must demonstrate trustworthiness first. It requires work and authentic relationship.

Link to learn more:



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What Can I Do Now?

1. Your knowledge (what do you understand about inequality within Deaf community?)
2. Educate oneself about different identities and experiences
3. Challenge yourself own discomfort and prejudices
4. Your willingness to use and include deaf culture and American Sign Language in your work in workplace, teaching, creative scholarly activities, or service.
5. Your advocacy for community outreach that provides services for deaf, deafblind and hard of hearing children and adults (e.g, Communication Center for the Deaf)

We all benefit from our **collective efforts** to create a better educated and more understanding that treats each of us with dignity, respect, and equality in higher education.

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Q&A



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Thank you!

Contact info: