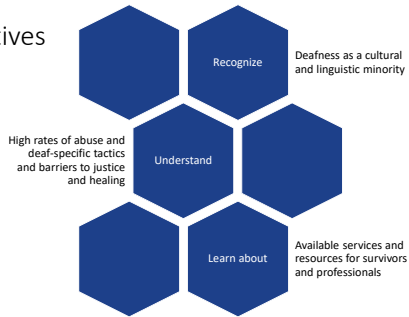


Abuse, Violence & the Deaf/Hard of Hearing community

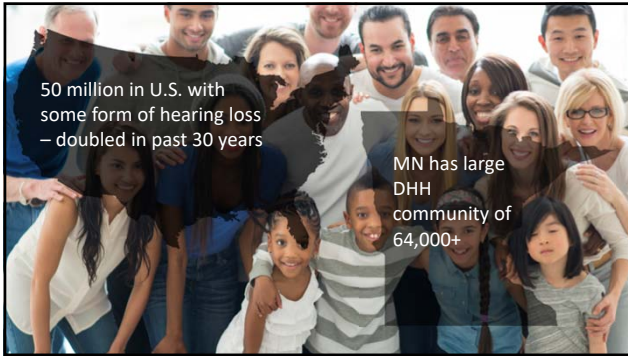


September 27, 2017
Aaron Gutzke, Executive Director
Stephanie Ritenour, Advocacy Manager

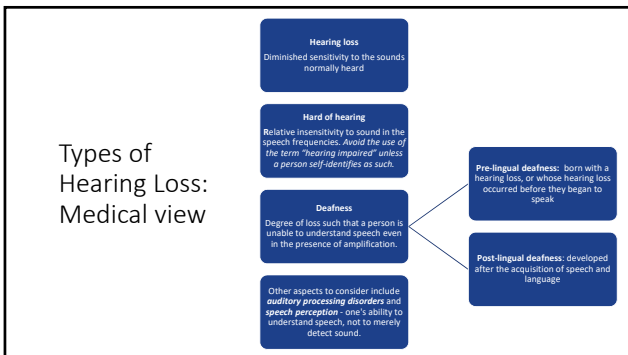
Objectives







Medical Model of Deafness	Social Model of Deafness	Cultural Model of Deafness
Views diminished ability to hear as an illness or physical disability	Design of environment and social norms are what is disabling, not the lack of hearing. In better-designed environments, they are disabled less, or not at all.	Culture founded in the natural evolution of the social networks of a minority language group
Hearing loss should be treated and avoided.	Early and effective education is emphasized	Deafness is beautiful
View often favored by deaf people who lost their hearing after already mastering spoken language; may identify themselves as being either "hearing impaired" or "hard of hearing."	Education includes self advocacy skills and learning how to interact with others in the community and successfully navigate mainstream society	Neither a physical ailment nor disability
Allows for acceptance of social welfare and entitlements.	Hearing aids/treatments as a "tool"	Often embraced by many members of the deaf community
		Birth of a deaf child as a cause for celebration
		According to research in the social sciences, membership in the deaf community is a matter of culturally determined behaviors and not of medical diagnosis



Identities (Sociocultural view)

Deaf	Oral/ Hard of Hearing	DeafBlind	Late Deafened
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Doesn't refer to degree of hearing loss; uses sign language, adheres to cultural norms, is involved/invested in the Deaf community

Deaf children with Deaf parents tend to be more successful academically, emotionally and socially.

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Identities (Sociocultural view)

Deaf	Oral/ Hard of Hearing	DeafBlind	Late Deafened
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Use of speech as primary mode of communication - regardless of degree of hearing loss

Oral instruction is viewed as the golden standard for children who receive cochlear implants but research shows ASL + English = better outcomes

Sometimes feel rejected by the Deaf community but many seek out and embrace the Deaf/ASL community later in life

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Identities (Sociocultural view)

Deaf	Oral/ Hard of Hearing	DeafBlind	Late Deafened
------	-----------------------------	------------------	------------------

Combination of vision loss and hearing loss that prevents access to communication, the environment, and people

One of the most oppressed and marginalized populations

Often feel unwelcomed, unwanted and forgotten by the Deaf community due to cultural emphasis on visuals

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Identities (Sociocultural view)

Deaf

Oral/
Hard of
Hearing

DeafBlind

Late
Deafened

Usually remain in the "hearing world;" many do learn ASL and participate professionally, socially

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Identities (Sociocultural view)

Deaf

Oral/
Hard of
Hearing

DeafBlind

Late
Deafened

Bi-Bi
Deaf

Fluent in both ASL and English, comfortable in both worlds

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Intersectional identities

Deaf* people exist in every generation, ethnic background, social class, gender, and geographic location in the world.

When a person holds a minority identity, depending on the context, one identity variable may take precedence over the other at any given time. (Butler 2012)

"If we recognize intersectionality, we recognize the future of our Deaf (DDBDDHH) communities."

~Stephanie "Najma" Johnson

Overall US Population	Deaf/HH in US
73.6% White	52.6% White
17.1% Hispanic/Latino	22.8% Hispanic/Latino
12.6% Black/African American	15.9% Black/African American
5.1% Asian	4.2% Asian/Pacific Islander
4.7% Other	2.0% multi-ethnic background
0.8% American Indian/Alaska Native	1.7% other
0.2% Native Hawaiian/Pacific Islander	0.8% American Indian

At least 47.4% of the Deaf* community are people of color

Source: Gallaudet Research Institute, (January, 2003).
Regional and National Summary Report of Data from the 2001-2002 Annual Survey of Deaf and Hard of Hearing Children & Youth. Washington, DC: GRI, Gallaudet University.

Communication modes

American Sign Language (ASL) - A visual-gestural language with vocabulary and grammar different from English. Used by 500,000-2 million people in the United States alone.

Cued speech - A manual supplement to speechreading that uses hand positions to augment the visible lip movements of speech.

Fingerspelling - The use of handshapes to represent letters of the alphabet. There is a different handshape for each letter, and letters are formed one after another to spell out words.

Manual communication - Communication by use of signs and fingerspelling.

Oral communication - Communication through speaking, listening, and speechreading, without the use of sign language.

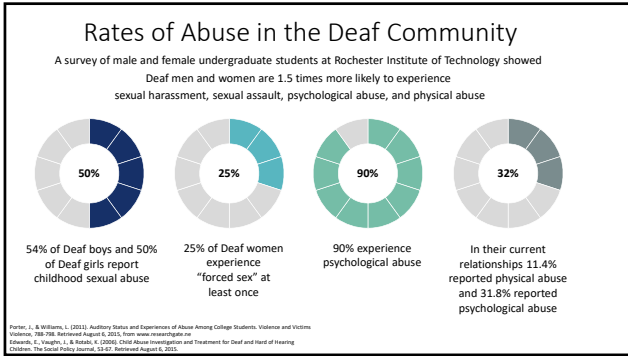
Communication modes (continued)

Sign language - A way of communicating words, ideas, and feelings using one's body, especially one's hands, arms, and face.

Simultaneous communication - Communication of English through the simultaneous use of sign language and spoken words.

Speechreading/lipreading - Understanding a spoken message by observing a speaker's lips, face, expression, and body language; attending to relevant cues in the environment; and using knowledge of the rules of English and principles of interpersonal communication.

Total communication - Communication of ideas and feelings through any and all means, such as speech, listening, speechreading (lipreading), sign language, fingerspelling, pantomime, and writing.



Barriers to Justice & Healing

Phone-based 911 systems		Underqualified interpreters	
Difficulties with law enforcement	No ASL or interpreters	Credibility is questioned	Providers not recognizing unique language & cultural needs
	Isolation and safety concerns		

Violent crime against DHH people

- In 2013, the rate of serious violent victimization for persons with disabilities (14 per 1,000) was more than three times higher than the age-adjusted rate for persons without disabilities (4 per 1,000).
- Serious violence (rape or sexual assault, robbery, or aggravated assault) in 2013 accounted for a greater percentage of violence against persons with disabilities (39%) than violence against persons without disabilities (29%) (not shown).
- In 2013, 24% of violent crime victims with disabilities believed they were targeted due to their disability, an increase from 2009 (13%).
- In 2013, no statistically significant difference was found in the rate of violent victimization against males with disabilities (37 per 1,000) and females with disabilities (35 per 1,000). However, among persons without disabilities, males (16 per 1,000) had a higher age-adjusted rate than females (12 per 1,000).
- In 2013, persons with hearing disabilities (17 per 1,000) had the lowest rate of violent victimization among the disability types examined.

Harrell, E. (2015). Crimes against persons with disabilities, 2009–2013 – statistical tables. U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics. NCJ 248676.

Police violence against D/HH

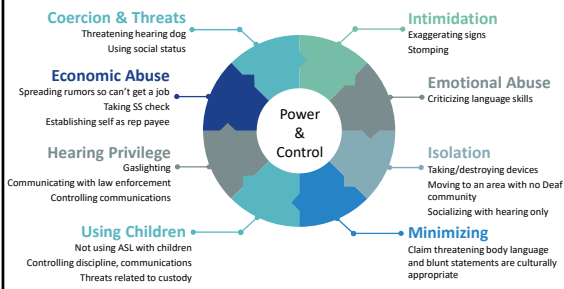
List of incidents:
http://bit.ly/HEARD_log

Article:
http://bit.ly/ACLU_blog

Deaf in Prison video:
<http://bit.ly/Deafinpriso>
[n](#)

Name	Date	Agency	Priority	Status	Results
Michael [redacted]	08/20/16	Chicago PD	High	Resolved	Police officers used excessive force against Michael [redacted] while he was in custody. Michael [redacted] was injured and required medical attention. The incident was reported to the Chicago Police Department and the Illinois State Police. The Chicago Police Department is currently investigating the incident.
[redacted]	08/20/16	Chicago PD	High	Resolved	Police officers used excessive force against [redacted] while he was in custody. [redacted] was injured and required medical attention. The incident was reported to the Chicago Police Department and the Illinois State Police. The Chicago Police Department is currently investigating the incident.
[redacted]	08/20/16	Chicago PD	High	Resolved	Police officers used excessive force against [redacted] while he was in custody. [redacted] was injured and required medical attention. The incident was reported to the Chicago Police Department and the Illinois State Police. The Chicago Police Department is currently investigating the incident.
[redacted]	08/20/16	Chicago PD	High	Resolved	Police officers used excessive force against [redacted] while he was in custody. [redacted] was injured and required medical attention. The incident was reported to the Chicago Police Department and the Illinois State Police. The Chicago Police Department is currently investigating the incident.

Deaf-Specific Tactics



ASL Interpreters

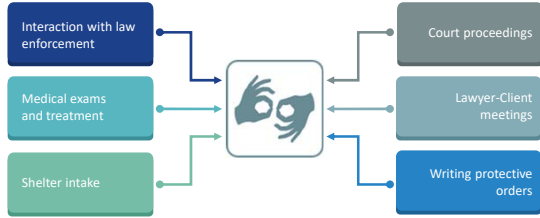
Professionally trained with extensive education, practice and experience

Must adhere to a strict code of ethics related to confidentiality and business practices

Work in a variety of settings with a broad range of consumer preferences

Impartial linguistic and cultural mediators

When is an Interpreter Needed?



Tips for Working with Interpreters

- Speak directly to the deaf person, not the interpreter. Do not say, "tell him ..." or "does she understand?"
- Speak clearly and in a normal tone. Do not rush through a speech.
- Use clear language and short sentences. Avoid using slang or idioms. Explain all jargon.
- Keep in mind that the interpreter is a few words behind the speaker.
- Do not ask the interpreter for their opinion about the situation.
- Avoid yes/no questions; open-ended questions allow you to see if your message was received.

Communication and Safety Equipment

- Video Phone
- Video Relay Services
- Amplified phone
- Flashing alerts for fire alarm, babies
- Hearing Aids
- Cochlear implants
- Text Messaging
- CapTel

Mostly outmoded:
 • TTY, text relay, Pager





ThinkSelf's collection of Research on DHH Experiences of Violence and Abuse

http://bit.ly/DHH_Research
