DOES DEAF-BLIND CULTURE EXIST?

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Culture/Sub-Culture

- **Culture**
  - Characteristics in general
- **Hearing Culture** – Social Group
- **Deaf Culture** – Sub-Culture
- **Deaf-Blind Culture** – Social Group
Deaf Culture – Sub-Culture

- Deaf Culture meets all five sociological criteria for defining a culture
  - Language
  - Values
  - Traditions
  - Norms
  - Identity

Information found on “Deaf Culture at Deaf Culture Centre”
written by Joanne Cripps and edited Anita Small
Deaf-Blind Culture – Social Group

- Refer to culture values
  - Touch
  - Time
  - Social interaction
  - Communication

Information found on “Nebraska Deaf-Blind Project, Fact Sheet #3, March 2005. Deaf-Blind Culture” written by Jamie Pope.
Deaf-Blind Culture – Social Group

- 4 areas included in the definition of culture
  - Associations and contacts
  - Language choice
  - Behaviour
  - Identity

Information found on “Deafblind culture in the UK” written by Susannah Barnett
Comparison of each Hearing, Deaf, and Deaf-Blind Culture Characteristics

- Language
- Value and Belief
- Behavioural Norm
- Social Habit
- Technology
Language

- **Hearing**
  - English and French Language

- **Deaf**
  - American Sign Language (ASL)
  - Langue Des Signes Quebecois (LSQ)

- **Deaf-Blind**
  - Tactile ASL /LSQ
Value and Belief

- **Hearing**
  - Primarily focused on auditory experiences rather than visual experiences.
Continuing Value and Belief

- **Deaf**
  - Preserving ASL literature and LSQ
  - Communication for all, both in terms of expression and comprehension
  - Deaf clubs/organizations
  - Deaf school and deaf children
  - Deaf Heritage
Continuing Value and Belief

- **Deaf-Blind**
  - Tactile ASL
    - Touch
  - Deaf-Blind clubs/ organizations
  - Access information
  - Communication
  - Social interaction
Behavioural Norm

- **Hearing**
  - Speak quickly in hearing community
  - Depend significantly on auditory
- **Eye Contact** - Not always required
- **Exchange information** – question and answer, followed by discussion style
Continuing Behavioural Norm - Hearing

- **Information** – so much is available that people have to selectively choose what they want to know
- **Taking turns** – tendency to be short and fast, interruptions are ok
- **Direct/blunt** is vaguely towards person
- **Space** – 4 to 5 feet apart
Continuing Behavioural Norm - Hearing

- **Get attention** – voice
- **Maintaining Conversation** – Yes, uh-huh, nodding head
- **Light** – generally unimportant, may be used to set a mood.
- **Applaud** – clap their hands
Continuing behavioural norm

- **Deaf**
  - Signing can be fast, average, or slow in deaf community
  - Depends on visual
  - **Eye contact** - keep eye contact
  - **Exchange information** – share story style
Continuing behavioural norm - Deaf

- **Information** - Information is important, sharing what you know is critical
- **Taking turns**— tendency to take over, if the story is interesting, with some interruption; however, if communicating one-to-one, interruption is not acceptable
- Be clear direct/blunt toward person
Continuing behavioural norm - Deaf

- **Space** – varies and can be feet apart
- **Get attention** - Hand wave, light flash, tap on table, stomping on floor, shoulder tapping
- **Maintaining Conversation** – facial expression
- **Lighting** – good lighting needed so as to see hands/face for effective communication
- **Applaud** – wave hand in the air
Continuing behavioural norm

- **Deaf-Blind**
  - Deaf-Blind time
  - Depends on visual and touch
  - **Eye contact** - continuous - physical contact
  - **Exchange information** - story style
  - **Information** – crave information, information is power, lack of incidental learning opportunities
Continuing behavioural norm – Deaf-Blind

- **Taking turns**— tendency to be long, interruption generally is not acceptable
- Varies with individual; direct/blunt to person
- **Space** – comfortable with touch and being physically close for communication
Continuing behavioural norm – Deaf-Blind

- **Get attention** – Gentle tap on shoulder

- **Maintaining Conversation** – keep in contact with other person, tactile responses: yes, oh I see, tap on hand meaning I understand

- **Lighting** – critical to people with loss of vision, will look for good light, particularly fluorescent

- **Applaud** – stomp on the floor and pounding on the table for vibration
Social Habit

- **Hearing**
  - Hi/Hello. How are you? Name?
  - Brief interaction
  - Information general
Continuing Social Habit

- **Deaf**
  - Name? (always include last name)
  - Which school did you attend? Do you know...?
  - Lengthy interaction
  - Share information with deaf community
Continuing Social Habit

- **Deaf-Blind**
  - Name as identify, where is the person from? Where they went to school? Where they work? What kind of hearing and vision loss?
  - Extended interaction
  - Detailed information
Technology

- **Hearing**
  - Cell phone
  - Music, etc.

- **Deaf**
  - Phone pager
  - TTY
  - Video Conference (face to face), etc.

- **Deaf-Blind**
  - Braille
  - Closed Circuit TV (CCTV), etc.
Any Questions?
Activity

- Some of you will pretend to be deaf or deaf-blind; however, most of you are hearing. Some interveners will be acting as an intervener and a hearing person.

- Please insert your ears plugs, as a deaf experience, and choose different kinds of vision-loss equipment as a blind experience.
Continuing Activity

- Pretend to be socializing in different situations. You will learn how to communicate with a deaf-blind person.

- We will discuss how you feel you should approach a deaf-blind person and also find your way to communicate with a deaf-blind person.
I hope this workshop has been of benefit to you regarding the Deaf-Blind Culture.

Thank you for watching my presentation😊
References

- Achieving Cultural Competence: An Interview on Interpreters Working with Deaf-Blind People. [Link](http://www.rid.org/UserFiles/File/pdfs/Member_Sections/Deaf-Blind/Deaf-BlindConnections%281%29.pdf)

- Deafblind culture in the UK, Susannah Barnett. [Link](http://www.deafblindinternational.org/review1_g.htm)

- Deaf-Blind Interpreting Workbook Student readings and Worksheets from Washington State Deaf-Blind Citizens (WSDBC) by Marthalee Galeota. Deaf-Blind culture by Mark Landreneau.
References

- Deaf Culture *By Joanne Cripps Edited by Anita Small*

- Deaf Culture from Wikipedia

- Deaf Linx
References

- Nebraska Deaf-Blind Project Fact Sheet #3, March 2005 Deaf-Blind Culture By Jamie Pope (McNamara), Director of American Association of Deaf-Blind
  http://mtdeafblind.ruralinstitute.umt.edu/MainMenu/InformationalResources/FactSheets/DeafBlindCulture.pdf