

**WELCOME!!****Update from Asif Iqbal DPUK Media/Project Manager**

Summer holidays seem a long time in the past now! I hope you did manage to have a good and restful summer with your family and hope that your kids have enjoyed returning to school – we wish good luck to them, especially

those who are starting at new schools this term. This can be exciting and nerve-racking for kids and for parents!

Secretary of State for Dept of Education supports Deaf Parenting UK

We are keen to welcome our new Secretary of State for Department of Education – Rt. Hon Michael Gove MP, and delighted that he recognises the uniqueness of our charity and the work we do in supporting Deaf parents/ families.

Rt Hon Michael Gove MP, Secretary of State is delighted to give his full endorsement and support to Deaf Parenting UK. In his letter to Deaf Parenting UK, he wrote:

“I know first-hand the difficulties faced by Deaf children and Deaf parents and I also know how brilliantly Deaf parents are coping with life’s challenges.

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I’m therefore delighted to be able to endorse and support the work of Deaf Parenting UK.

We should all celebrate and support the love and commitment of 1000’s of Deaf parents who provide children with a wonderful start in life.

I wish you the best of luck in the future”

Tana Ramsay is a proud support of DPUK!

Tana Ramsay is best known for being married to chef and TV star Gordon Ramsay for 13 years whilst bringing up their four children. She originally trained as a Montessori schoolteacher, but more recently she has written a number of cooking books, including Home Made, Tana Ramsay's Family Kitchen and Tana Ramsay's Real Family Food. Tana has recently become a supporter of DPUK saying, “I am a proud supporter of Deaf Parenting UK, a charity that does ground-breaking work reaching out to deaf parents who previously hadn’t been given the resources they so desperately

needed. Their achievements thus far have been astounding and I wish them a huge amount of success in the future."

Sabina met Tana at the Tesco Mum of the Year 2010 final and is delighted to have her support, she says, "I'm thrilled to have the support of the fellow Mum of the Year, Tana Ramsay, whom I met at the Tesco Mum of the Year 2010. Tana is a well-known celebrity who inspired many women with her achievements, juggling from writing cook books, running marathons for charity as well as being a hard working mum of 4 young children."

Deaf Access to The Queen's Gallery in BSL:

Deaf Parenting UK is part of a focus group of Deaf people, working with The Queen's Gallery, Buckingham Palace Project. A major focus of the project is the test the effectiveness of providing a small hand-held device (similar to an iPhone) which features a series of video clips describing objects in the 'Victoria & Albert: Art & Love' exhibition at The Queen's Gallery. The video clips are available in different formats including BSL.

Deaf visitors use the hand-held device with BSL video clips to guide them through the tour of The Queen's Gallery as well as the State Rooms of Buckingham Palace, viewing exhibitions. We provided feedback on using the hand held device with BSL format. It will be fantastic for many Deaf parents/ families to enjoy the tours in the same way as hearing people. The devices are also available to hearing visitors who can also use them for commentary in different languages or use an audio description format for blind/ partially sighted people

Model of good practice:

We wanted to draw Suffolk County Council and Northampton County Council Parent Partnership Services to your attention! We are greatly impressed by both. They both provide excellent examples of how councils can try to meet the needs of Deaf parents (see more on page 9 below). Deaf Parenting UK calls for other local authorities to follow their lead and will also raise this as a good model of positive practice with the Department of Education

Northamptonshire's County Council Parent Partnership Service

SN-IP (Special Needs – Informed Parents) is Northamptonshire's Parent Partnership Service. SN-IP helps families who have a child or young person with Special Educational Needs to take an active part in their child's educational development. This includes the large numbers of children without a **Statement of Special Needs** whose needs are met in mainstream schools as well as those who have statements and are educated in mainstream or special schools.

See the SN-IP website for more information on Access for Deaf Parents—an overview on how deaf parents can be involved in their child's school.

<http://snipnorthants.org/leaflets/Access%20for%20deaf%20parents%2009.pdf>

EDITORIAL

As the nights begin to draw in again and the shops are already full of Christmas fare, memories of summer seem long behind us. Given how quickly time seems to fly by it won't be a surprise to read that we have only one more summer, in 2011, before the Olympics and Paralympics arrive in July 2012. In London, where I live, it's hard not to notice the effect that the Olympics will have on the City – traffic is diverted to accommodate road-works and building improvements everywhere and the train station I use every day is one of a number currently out of action until March 2012 whilst it's upgraded and modernised for the event, causing me to take another route every morning on my way to work! All of this upheaval and preparation will be worthwhile, however, when the Olympic flame finally arrives in London ahead of the Games. You'll probably have noticed that volunteers or "Games Makers" are being sought – and there is still time to apply- for both the Olympics and Paralympics events. People from all walks of life, with talents across a broad spectrum of abilities are urged to apply as a volunteer – who knows, becoming a Games Maker may just provide a trackside view of a British Gold medal! If you are interested in finding out more and would like to apply, you can visit the London Olympics website: <http://www.london2012.com/get-involved/volunteer/index.php>

Talking about getting involved, Deaf Parenting UK is proud to be working with Office for Disabilities Issues (ODI) on the UN Convention on the rights for people with disabilities. Both groups are also keen to encourage you and your family to share views on how the Convention would impact/ affect your lives. The "Rights of Persons with Disabilities" Convention is an international treaty which explains that all disabled people around the world have and should be able to enjoy the same human rights as other people. It refers to "persons with disabilities" rather than to disabled people and the Deaf community. The United Kingdom ratified the Convention on the 8 June 2009, which means that it formally agrees to do what the Convention requires.

All the countries, including the UK, that have ratified the Convention have to report to the United Nations within 2 years on what they are doing to implement the Convention, so the UK Government has to submit a first report (a public document) by July 2011. The United Nations will consider the report and make recommendations, which will also be public. Part of the consultation work that ODI is doing involves taking views from Deaf and disabled people on implementation – what the UK is doing well and what it is doing less well. ODI also wants to learn about what additional information Deaf and disabled people might need on the Convention, how they want to have it, and how Deaf and disabled people want to be involved in work on the Convention. If you have views please send them to the ODI UN Convention Team at ODI.INTERNATIONAL@DWP.GSI.GOV.UK. For more detailed information about the Convention can be found on the United Nations Enable website at <http://www.un.org/disabilities/>

I'm also keen to hear from you. Your views on our newsletter are very important. Do you feel we have the right blend of news and features? Is there something that you'd like to see that we are not already including? In order to produce the newsletter that is best suited to you we need to know what you want! I'm always happy to hear your feedback – it's always lovely to have nice comments, but actually constructive feedback about what we can do better is the most valuable. Contact me cerihughes@whellock.freemove.co.uk

The rallying cry is "get involved".

Cerí Hughes, Deaf Parenting UK Newsletter Editor

NEWS

Nursing and Midwifery Council requests feedback from Deaf Parents on Support for parents: how supervision and supervisors of midwives can help you:

Nursing & Midwifery Council (NMC) would like your help with getting feedback on the leaflet 'Support for parents: how supervision and supervisors of midwives can help you' <http://www.nmc-uk.org/Documents/Midwifery-booklets/Support-for-parents-2009.pdf> .

Angeline Burke, Consultation and Public Involvement Officer, External Affairs of NMC explained *"It (the leaflet) has been in circulation for just over a year and we are keen for parents to be aware of and make use of it. We realise, however, that we may need to make some changes to it - something that some of you have already said - and would like any changes to be informed by the people the leaflet is designed for. We would also, of course, like feedback from organisations that represent the target audience. If you have any suggestions about how best we could get feedback we would like to hear from you. If you have any meetings of parents planned over the next few months please let us know if we would be able to use part of these to get feedback. We are interested to find out, amongst other things, if the people have seen the leaflet, suggestions about how the leaflet could be improved. It is free to order from our website and can be downloaded."*

To learn more about Nursing and Midwifery Council (NMC), check out their website:

www.nmc-uk.org



Fire Safety for deaf people in Wandsworth

FLASH

For more information on free lock and smoke alarm fitting
(020) 7223 1234
email: vs.wandsworth@vslondon.org

Fire, Locks and Safer Homes

FLaSH is a free service available to Wandsworth residents it offers home security and fire safety advice and improvements including:

- Fitting of free locks and other security measures if needed
- Fire Safety Check and the fitting of free smoke alarms with 10-year battery.

FLaSH is an independent service run by Victim Support Wandsworth with the support of Wandsworth Council, London Fire Brigade, the Metropolitan Police & Help the Aged.

Victim Support
Supporting victims of crime

Wandsworth
London Borough of Wandsworth

FLaSH (Fire, Locks and Safer Homes) is a Home security and Fire Safety service that Victim Support Wandsworth delivers to residents of the borough. The service aims to secure residential properties to reduce the risk of burglary, or repeat burglary, by fitting door and window locks. The FLaSH service also aims to make people feel more secure in their homes by fitting door chains and door viewers to front doors and advises residents about safety before they open their front door or let people into their property.

The service also offers a full Fire Safety Assessment to reduce the risk of fire to a property. Our lock fitter carries out a fire safety check with the resident. He has been trained by the London Fire Brigade to be able to deliver this part of the service. Free smoke alarms with 10-year batteries are supplied and fitted where required. Specialist smoke alarms for the deaf or hard of hearing can also be fitted.

The service is free to any resident of the borough but FLaSH particularly aims to deliver the service to the elderly and those with disabilities in the borough. The service ensures that the security level of each property complies with that required of most household insurance companies.

If you know of anyone who would benefit from this service they can contact us on **020 7223 1234** or email vs.wandsworth@vslondon.org.

Equality & Human Rights Commission on Disability related harassment:

Equality and
Human Rights
Commission

equalityhumanrights.com

We are working with The Equality and Human Rights Commission on an inquiry into disability-related harassment. The inquiry is evaluating how well this is currently addressed by public authorities. Some Deaf people use the word “bullying” when they talk about the harassment to which they have been subjected. We are providing evidence from Deaf parents, who faced discrimination because of their deafness, to the inquiry. We will keep you updated on this activity.

Support for BSL Bill to the Scottish Parliament

We are giving our full support to one of our DP UK Ambassadors, Cathie Craigie, Member of Scottish Parliament, who put forward the BSL Bill to the Parliament. At present, the BSL Bill is in consultation with people living in Scotland (see the link below for more information). The BSL Bill proposes many benefits to Deaf people - including Deaf parents and families who need full access to BSL information and services in BSL (including health, education, social services etc), thus empowering them to have equal access.

The BSL Bill calls for everyone to respect BSL users and their language needs as well as recognising BSL as a language, firmly integrated into legalisation with the equal footing as any other spoken languages. We urge everyone to support the BSL Bill and encourage the Scottish Parliament to approve it before becoming an Act, which would provide fantastic impetus for a similar move in England and Wales. ”

If you want more information please see the website: <http://www.scottish.parliament.uk/s3/bills/MembersBills/documents/20100712ProofedconsultationBSLBill.pdf>

Upcoming events:

Baby Show, 22-24 October 2010, Earl's Court: Deaf Parenting UK have a stand (K55) at The Baby Show. We will be providing BSL interpreters for the entire 3 days including the Stage Show interpreting on the Saturday. To learn more, please see next page 7 of this newsletter.

Deaf Parents/ Families day out to Theme parks:

We have tickets to theme parks for Deaf parents/families in partnership with Merlin's Entertainment and Tesco. So far, 135 Deaf parents and their children benefited from the family fun days and gave positive feedback. Successful trips also included Alton Towers, Chessington World of Adventures, Thorpe Park and Windsor Legoland.

More tickets will be available for next year summer 2011, so please contact us if you are interested. This offer is open to Deaf parents with children aged up to 16yrs, although some parks allow children under 5yrs old or under 1 metre high go free.



SABINA IQBAL - TOP TEN FINALIST FOR EUROPEAN MUSLIM WOMEN OF INFLUENCE LIST 2010!

There are an estimated 23 million people of Muslim heritage in Europe. European Muslim women are a diverse, dynamic and influential demographic group playing a vital role in a wide range of cultural, economic, professional and social spheres across Europe.

The European Muslim Women of Influence List recognises the achievements of women in a variety of fields:

- diversify mainstream representation of Muslim women in Europe
- increase the visibility of Muslim women in their various roles as active, influential and inspirational members of society
- celebrate, empower and honour Muslim women's efforts and achievements in a plethora of sectors.

The Connecting European Dynamic Achievers Role Models Network Launch Event and European Muslim Women of Influence Gala will take place in Madrid, Spain on 30th October 2010 in celebration of the European Muslim Women of Influence finalists and The Connecting European Dynamic Achievers Role Models Network's first major event.

The gala will feature the announcement of the European Muslim Women of Influence finalists and their inspirational stories will be showcased. The European Muslim Women of Influence List aims to diversify the mainstream representation of Muslim women and inspire accomplishment across Europe's diverse communities including; UK, France, Germany, Spain, Netherlands, Norway, Denmark, Switzerland, Greece, Sweden, Belgium, etc and encompassing a diverse range of professional fields, including law, journalism, religion, the arts, government and medicine.



The Board of Judges: *"The top ten finalists, who best represent the diversity, achievements and inspiration, will be chosen as the top ten "European Muslim Women of Influence 2010".*

Sabina Iqbal, Chair/Founder of Deaf Parenting UK: *"I was very shocked and flattered when I received the news that I was selected as one of the top 10 finalist for the European Muslim Women of Influence 2010. It was totally unexpected but it is a great honour to represent on UK and European level. I'm looking forward to attend the Gala and find out what happens on the night."*

Keep a look out in our next newsletter from news from the Gala evening – good luck Sabina!



The Baby Show is Expecting You! Earls Court London, 22-24 October 2010

Join us at **The Baby Show**, taking place at London's Earls Court on **22-24 October 2010** - you'll find everything dedicated to pregnancy, birth, baby and beyond. With unbeatable shopping, exclusive offers, fantastic entertainment plus expert advice and information, **The Baby Show** really is an essential part of having a baby.

Here's a sneak preview at just some of the great benefits of attending **The Baby Show**:

Hundreds of offers including **10% off at Mothercare and Fisher-Price**, plus great deals on all your baby essentials. Celebrity mum **Mylene Klass** will be live on stage sharing her pregnancy and parenting tips.

Live talks from **Annabel Karmel** on nutrition, **Prima Baby's Jo Tantom** on sleep routines, and **Clare Byam-Cook** with breast feeding top tips, plus essential first aid from the British Red Cross.

One to one advice from the midwives at the **Tommy's Meet the Midwives and Health Visitors Centre** sponsored by **Caffeine Free Diet Coke**.

Entertainment for all the family including, the **Face of The Baby Show** competition, the **Sainsbury's Try Team** with live recipe demonstrations, **Mothercare Maternity Fashion Show**, the **Fisher-Price Crèche**, play zones and lots more!

To make your day out even more enjoyable we've made it completely hassle free – **Pampers Changing Room** with free wipes and nappies, **Tommee Tippee Feeding Area** with **FREE** food plus plenty of areas to put your feet up and recharge the batteries. And once you've stocked up on the baby essentials there is the **Emma's Diary** shopping drop off point and collect by car service, as well as home delivery.

We've teamed up with **The Baby Show** to provide **BSL interpreters** each day of The Show from the **Deaf Parenting UK** stand K55 and on the **Persil Non-Bio** and **Comfort Pure Stage** with **Prima Baby** on Saturday 23 October.

To book your tickets simply call **0871 231 0844*** or visit **www.thebabyshow.co.uk** quoting **EC146**, and don't forget **Kids 0-10 Go Free!**

We look forward to seeing you at The Show!

Unbeatable Shopping!
Get some of the top brands at the lowest prices at The Show.

- 10% OFF EVERYTHING at The Show**
- Mothercare** - 10% OFF EVERYTHING at The Show
- Fisher-Price** - 10% OFF EVERYTHING at The Show
- Prima Baby** - 10% OFF EVERYTHING at The Show
- Tommy's** - 10% OFF EVERYTHING at The Show
- Deaf Parenting UK** - 10% OFF EVERYTHING at The Show
- Persil Non-Bio** - 10% OFF EVERYTHING at The Show
- Comfort Pure Stage** - 10% OFF EVERYTHING at The Show
- Prima Baby** - 10% OFF EVERYTHING at The Show

Book your tickets today and SAVE!
Earls Court London 22-24 October 2010
Opening Times: 9.30am - 5.30pm

The Baby Show
...an essential part of having a baby

- Unbeatable shopping
- Expert advice & information
- Fantastic entertainment
- Hands-free toddlers
- Celebrity mum Mylene Klass

Book now at:
thebabyshow.co.uk
0871 231 0844

For tickets & information:
thebabyshow.co.uk
0871 231 0844

Baby Monitors for Deaf People

Most parents believe having a baby is the most precious gift in life. Being able to cry is the one tool a baby can use to alert his parents that he has a problem. If the father or mother is deaf, it is difficult for them to realise that the baby is crying. They can see if the baby is crying but being on watch all the time is very tiring and parents have other things to do. It may cause problems for both baby and parents. Now the technology has found a new method that will free deaf parents from these kinds of problems. Different companies have manufactured **baby monitors for deaf parents**. Parents carry a vibrator which behaves much as a silent alarm that many deaf people now use. A typical monitor will either sound an alarm and or give off a flashing of light. This will also help deaf parents when they are outside the house but are close by. With the help of these monitors at least some problems encountered by deaf parents, are easily solved.

One of these products holds a receiver which has two parts. A Clock and a small sensor the clock that put out the sound alarm is added with another function to vibrate a rod that is attached close to the parent's bed. When the baby cries the alarm alerts, the rod vibrates and awakes the parents informing them that the baby needs attention LCD monitors provide a light warning. For deaf people this is essential, although hearing is impaired the visual signal can be detected and they can see that the baby is crying.



Choose the Best Baby Monitor

It is not necessary to buy an expensive baby monitor. You can simply spend your money without considering anything. The best advice is that you must first know what you want that meets your needs.

Though [baby monitors for the deaf people](#) will help them when the baby cries, the love and care that parents give to the little one cannot be compared to any gadgets.

It may be possible that local authorities provide such alarms for deaf parents for free as part of their equipment range offered to deaf residents.

Baby Monitors come in a variety of search terms and include:

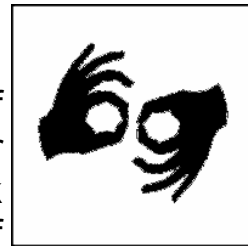
[Baby monitors for deaf parents](#), [baby monitors for deaf mothers](#), [baby monitors for deaf parents](#), [baby monitor for the deaf](#), [baby alarms for deaf people](#), [baby monitor for deaf](#), [baby monitors for deaf](#), [baby monitor deaf](#), [baby monitors for the deaf](#), [baby monitors for deaf people](#), [baby monitors deaf parents](#), [baby monitor for deaf people](#), [baby monitor deaf parents](#)

(Source: <http://www.babyfirstyear.org/2009/06/baby-monitors-for-deaf-people.html>)

Suffolk County Council Provision of sign language interpreters for Deaf parents

Overview of the service

• Schools are able to provide communication services to Deaf parents of pupils so that parents can access information about their child's education and progress. Funding for this is provided by Suffolk County Council and is managed by the advisory teachers for deaf children in each area.



- The funding is provided to help deaf parents access educational meetings where their children's progress is discussed, for example, parents' consultation evenings and any meetings where individual education plans (EPs) are discussed or for annual reviews if a child has a Statement of Special Educational Needs (SENs).
- The funding does not extend to providing interpreters for extra-curricular events such as school plays or social evenings. In these circumstances schools are expected to make reasonable adjustments for example, by providing a summary or synopsis of a play or performance, a programme for a special assembly, a copy of song lyrics etc.
- Schools will make prior arrangements for any interpreting services that are needed. Schools do this by sending a request form to the local advisory teacher (for deaf children).

All booking of services is to be done by schools, so that arrangements regarding dates, times and venues can be absolutely clear.

Guidelines for booking and use of an interpreter and or other communication service

Schools need to be aware of the following points when booking and using an interpreter or other communication service.

- All services should be booked well in advance. It may be useful to do this at the beginning of a school year, when dates for consultation evenings are likely to be agreed. Interpreters get booked up very quickly.
- Most individuals and agencies charge a cancellation fee. This fee can be anything up to the full cost of the appointment if the cancellation is very late.
- Many individuals and agencies charge a minimum rate of two hours.

When booking an interpreter or other communication service a school will need to provide the following information:

- name of deaf client and their needs (such as, signing or note taking)
 - date, time and length of assignment
 - where the assignment will take place and contact names and numbers
 - nature of the assignment (such as, parents evening or annual review/careers interview) and how many people will be involved
- copies of any preparation material (such as agendas, minutes from previous meetings, maps).

Suffolk County Council recommends the use of qualified interpreters. Registered and qualified interpreters are bound by a code of conduct and must therefore maintain confidentiality on all assignments. Schools should discuss requirements with parents to ensure arrangements are suitable.

Editor Note: If you have a model of good practice in your area, please let Ceri know : cerihughes@whellock.freereserve.co.uk

DPUK at European Congress on Mental Health and Deafness

Sabina has been invited to be a guest speaker at the 8th European Congress on Mental Health and Deafness which is being held at Fitzwilliam College, Cambridge, on 2-5 November 2010. Sabina will actually be delivering her presentation on Thursday 4 November – check the programme on Deaf Children, Young people and Families for more details: <http://www.bsmhd.org.uk/esmhdcongress2010/prog.htm>

The theme of the Congress is 'Healthy Deaf Minds in Europe'. The event's exciting programme provides a forum for addressing mental health issues and developing links between all of the various professionals working in the field of deafness, such as psychiatrists, psychologists, psychotherapists, counselors, therapists, nurses, social workers, interpreters, educationists, deaf people, carers and the community. The Congress promises to be one of the biggest such events in the world during 2010.

London 2012 Olympics and Paralympic Games

The London 2012 Olympic and Paralympic Games are for everyone, everywhere, regardless of ability, age, language or background. The Games website aims to be as fully inclusive as possible and consider the needs of deaf people and people with visual impairment. Using the latest new media technology and following the latest guidelines content is available in a number of formats, including some in BSL versions.

Check it out for yourself www.london2012.com

For information on being involved in the Games see our Editorial on p. 3 of this newsletter.



FEATURES

COMMUNICATION & PARENTING ISSUES IN FAMILIES WITH DEAF PARENTS AND HEARING CHILDREN

BY Kerri Clark (April 24, 2003)

“Mother father deaf” is a phrase commonly used in the deaf community to identify a hearing child of deaf parents. Statistics show that over 90% of all deaf parents have hearing children, referred to as CODA's (children of deaf adults.) These are families that bridge the divide between the hearing and deaf worlds, thus facing unique communication and parenting challenges. Although there is much research about deaf children of hearing parents, little research exists about communication and parenting issues in coda families. The following is a summary of some of those issues.

Language is an important part of one's cultural identity. Although not all deaf persons use ASL, it is considered the single most important element that binds the deaf community together (Filer and Filer.) Many deaf persons attend state residential schools for the deaf, because it is there that ASL and important cultural traditions of the deaf community are learned. The deaf often have negative experiences with the hearing world, and many deaf associate only on a very limited basis with the hearing. Coda's often serve as interpreters for their parents, thus becoming the communication link between their parents and the hearing world. There are several concerns surrounding children that serve as interpreters for their parents. One concern is that children are expected to interpret in situations that are considered inappropriate, whether its subject or age appropriateness, placing them in confusing and vulnerable situations. This creates for some hearing children an unwanted pressure and burden that they are too young to resist or negotiate (Singleton & Tittle.) It is quite interesting to note that most of these situations are 'encouraged' by members of the hearing world. On the other hand, coda's also enjoy the richness associated with the knowledge of language and cultures of two worlds and report that maintaining this 'special' role in the family structure helped them gain responsibility, maturity and the ability to empathize with others (Preston, 1994.)

Protection is another issue that coda's face within the family unit. The hearing child may not interpret for their parents the insensitive remarks or comments made by a hearing person who assumed everyone in the family was deaf because they were all signing. Often times coda's experience isolation and rejection from peers because they do not feel comfortable or want to associate with the deaf family members, thus creating a situation in which the coda cannot openly discuss emotions and feelings of rejection with their parents for fear of hurting their feelings. Children also may become hyper vigilant, listening for things that their parents could not hear such as 'monsters', burglars, smoke alarms, and cracking sounds of the ceiling collapsing (Filer & Filer.) Many feel that this could be considered as 'role reversal' and could later cause problems for the parent in later years when teenage trials and power struggles take place.

Another issue, which is perhaps the most critical, in my opinion, is the issue of communication between the deaf parent and the hearing child. Studies show that most deaf parents “have no particular problem” accepting their child's ability to hear, but are “acutely aware” that parenthood forces them to address things “they have no knowledge about.” (Sell) The family power structure is greatly influenced by the flow of information. The flow of information in a hearing family is open within the family system and outside the family system to the larger community, but the flow of information changes drastically with the addition of a deaf member; moreover, it can be severely restricted when families with deaf and hearing members do not have a mutual communication system (Rienzi.) Although ASL is a legitimate language for family interaction, it is important to note that different dyads within a deaf-parented family could be using different communication systems, some ASL and other not. Deaf parents may use ASL between themselves but use a mixed mode of communication with their hearing children. Furthermore, communication between a deaf parent and a hearing child may not always be effective. The deaf parent may use fragmented speech to the child, but expect the child to sign back to them. This causes an obvious problem as to how the child is to learn sign when the parent is not signing to him/her. Thus, it is not unusual for the child to understand what the parent expresses, but not vice versa. (Rienzi) Parents may have a misguided notion that they

should not sign with their child simply because the child is hearing, and some parents have reported not signing with their child in order to prevent the over reliance on their child to serve as their interpreter. Such parents elect to speak to their child with reduced speech clarity and probable ungrammatical form. The end result of this situation may be that the hearing child cannot sign and the parent-child relationship becomes restricted and asymmetrical. (Rienzi)

In summary, research and parenting literature generally find that deaf parents are competent and caring and have excellent relationships with their hearing children. Although there are some specific issues involving communication, it does not appear that deaf parents are at a greater risk for serious family dysfunction than hearing parents of hearing children. (Rienzi) Today, there are many resources available that can help protect coda's and their parents from many of the issues discussed. First, professional interpreters should be used whenever possible for situations that might be inappropriate for the coda to interpret such as adult conversation, legal issues and school matters. Second, deaf parents should make sure that they tap into resources to help them achieve a sense of independence and the ability to be the 'protector' in the household. Parents should have open and frank discussions regarding discrimination and give 'what to do' suggestions to their children when those situations arise. Thirdly, and most important, deaf parents should make sure that they teach their hearing child the form of communication that is predominately used by them. It is critical for the hearing child to be able to communicate his/her feelings with the parent and not just serve as an interpreter of the parent's feelings and decisions.

References

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Deaf Parents:

By Todd English (May, 10, 2005)

People in the hearing society often wonder how deaf parents acknowledge the cries of their baby and how they teach them sign language with no spoken words. With the advancement of modern technology deaf parents are now able to be notified of when their baby is crying through visual and/or tactile alarms. With the ability to know when the baby is crying, there is still the matter of how to teach a baby to communicate through the use of sign language. From studies that have been conducted we know that babies can learn how to sign before they can learn how to speak (Snoddon, 2000). This is possible because, "The motor areas of the body mature sooner than the mouth and other language articulators (Snoddon, 2000)."



Before the advent of the modern baby monitoring devices deaf parents had to keep a very close eye on the baby, since they could not hear the needs of their baby through their cries (Colclasure, 2004). For some parents this would not be a problem, but for others with a busier schedule this might be a concern. On the market today are baby monitoring devices that can help both deaf and hearing parents alike. These devices have two parts; a sound sensor that is placed next to the baby and a receiver that is used by the parents (Colclasure, 2004). The sound sensor detects that the baby is crying and then transmits a signal to the receiver to notify the parents. Some receivers are portable, will vibrate and can be used by deaf and hearing parents alike. However, this is where the similarity ends. The receivers used by deaf parents are sometimes connected to a lamp that will flash when the baby cries (Colclasure, 2004). This might be okay for parents who are light sleepers, but not for deep sleepers. Parents who are deep sleepers can put a vibrating apparatus under their mattress. This device will vibrate the bed when the baby is crying (Colclasure, 2004). These modern advancements have not replaced the need for

the deaf parents to place their hand on the baby to ensure that they are breathing, but they have allowed them to go on with their daily routines and still monitor their baby (Colclasure, 2004).

Deaf parents, like hearing parents, teach their babies to communicate through language. This language is taught to them by either speech or sign language, and sometimes both. Since infants don't have the ability to communicate verbally at a very young age, usually less than 7 months, they use their hands a lot to grab and touch objects around them. Because of this, "Sign language in general seems tailor-made for young children (Snoddon, 2000)." Also, because of these motor skills, babies can learn sign language sooner than they can learn spoken language. In teaching babies to communicate through language, hearing parents and deaf parents alike use the same kind of techniques, even though one language involves hearing and the other involves sight. Deaf parents use sign repetition to teach their babies what an object is. For example, if a parent gives a toy doll to the baby they would sign doll many times to associate that sign with that object (Spencer, 1998). If the parent is signing about an object that the baby cannot touch or an activity, then the parent will move their hands or body so that the baby can see the sign while still looking at the object (Spencer, 2001). To take it even further they tap on the object several times, before and after signing, to help "the baby know what your communication is about (Spencer, 2001)." Another important aspect of teaching sign language is the use of dramatic expression. The signing parent must use strong facial expressions, like when hearing mothers raise the pitch of their voice, to help keep their baby's attention (Spencer, 1998). Now if babies aren't paying attention to the parent as they are signing, the parent can tap the baby to signal, "Look at me" to get their attention and to teach them to look at the individual who is tapping them (Spencer, 2001). The last thing that should be taken into consideration is to let the baby begin the



communication. If the baby is tired or unresponsive then maybe the parent should let the baby rest and when the baby seems interested and responsive begin teaching them communications again.

With modern technologies and patience deaf parents can attend to their babies just like hearing parents. The only difference between hearing parents and deaf parents is the way that they communicate.

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Deaf Parents with Hearing Children - When Mom and Dad Don't Hear

By [Jamie Berke](#), About.com Guide *Updated July 27, 2010*

Sometimes I have wondered what it is like to be a deaf parent of a hearing child. I never had a hearing child, and I know that most deaf parents have hearing children.

Challenges for Deaf Parents with Hearing Children

Deaf parents with hearing children face unique challenges, such as finding day care programs or babysitters that can communicate with both them and their child. Other challenges stem from behaviours that result from parents not being able to hear. For instance, a day care provider who was caring for a hearing child of Deaf parents noticed that the child tended to scream or yell. She wrote in asking if it was common for [hearing children of deaf parents to yell much](#).

Another problem for deaf parents of hearing children, is that the children may try to take advantage of the fact their parents can't hear. This problem cropped up in the blog post, "[Deaf Parents with Unruly Hearing Children](#)." In that post, a teacher commented that her students who had deaf parents were misbehaving and taking advantage of their parents' deafness. About.com readers pointed out that the children may have been reacting to the realities of their home life with deaf parents.

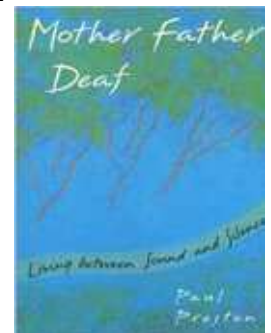
Some parenting challenges were addressed by an episode of TV's *Supernanny*, in which the nanny visited a family of deaf parents with hearing children. In Season 5, the "Baulisch family" episode that aired 10/10/08, the nanny confronts poor communication in the family because the younger hearing children did not sign much. Jo, the nanny, explained that it was the parents' responsibility to ensure adequate sign communication and not depend on their older child to act as an interpreter.

Following on from these interesting features, there is a book that you may find valuable:

Mother Father Deaf [Paul Preston; (1994) 278 pages; soft cover]

Living Between Sound and Silence

The term "Mother Father Deaf" refers to the sign language phrase identifying hearing children who have Deaf parents (CODAs, or Children Of Deaf Adults).



In this powerful examination based on interviews with 150 hearing adults with Deaf parents, Preston presents the personal stories of this diverse group and in the process reveals the unique struggles of living between two cultures: Deaf and Hearing. Rather than attempting to identify dysfunction in such families, Preston allows the individual stories, family histories, childhood memories and adult perspectives to paint a vivid picture of the experiences of being culturally deaf yet functionally hearing.

Mother Father Deaf incorporates research findings from linguistics, anthropology, psychological development and sociology, making it useful for educators, researchers, rehabilitation counsellors and social workers. This is also an affirming book for any hearing adults with Deaf parents as well as a must-read for anyone interested in Deaf studies.

Deaf or Hearing child challenging Deaf Parents' rules

Many parents say, "I've told you a million times to go take a shower!" "How many times do I have to tell you?" It is not easy to get your child to follow your rules. To avoid battles, teach your child that following directions is the means to rewarding your child.

Following rules is important to help children understand their feelings of self-control and independence.

Normally, children of all ages need rules. In order for a child to decide to follow rules, s/he needs to experience the benefits of doing so (such as getting what s/he wants). For example, setting a rule such as "No television after 9:00 pm" is the normal rule but can be relaxed as a reward up to 10:00 pm on the odd occasion.

But when setting rules don't be afraid if your child says things that make you feel terrible. Example: a child says, "I don't like you"; or "You make me mad"; or "I don't want to be your friend". Young children are smart.

If a child fails to follow your directions just wait a minute or two before you explain what the child is doing wrong. Stay calm.

Tips on What to Do

1. Always remain calm. Never lose your temper.
2. Communicate British Sign Language with your child. Do not talk to your child too fast, because the child may lose the importance of some of points that you are trying to convey – be calm and clear.
3. Make sure the child pays attention to you. Repeat any points you think they missed.
4. Use simple words and instructions. Example: I said, "Bianca. Please make bed; finish; go playground "in (BSL) British Sign Language.
5. Always praise your child. Good work! Yah! Give me High-Fives! etc.
6. Remember if a child won't follow your directions, you don't reward your child and don't give them what they want. They then understand the consequences of what they do.

Deaf and hearing children are unique and valued human beings.

Adapted from Tanysha Pierce, Monday, May 18, 2009

(Adapted from Source: <http://deafparenting.blogspot.com/2009/05/deaf-or-hearing-child-challenging-deaf.html>)

How can deaf parents break through the barrier that some schools throw up?

At the last DPUK conference I was lucky to meet Sally, a deaf mother with two sons in a Middlesex primary school. Here she shares some of her experiences.

Sally finds that some teachers do not realise that she is profoundly deaf and think that because she has speech she can help her sons with homework. Reluctant to request the services of an official interpreter at parents' evenings, Sally makes the point that where there is more than one deaf parent sharing would reduce the cost to the school.

Sally has asked the school to provide scripts for plays and assemblies beforehand. When these are unavailable, she is usually seated on the front row, which doesn't always compensate, but as she says 'At least they are trying'. School newsletters and other information are sent by e-mail, so letters no longer lie at the bottom of school bags!

At first the school did not accept Sally's offer to come in and teach sign language but a "fabulous" SENCO changed that. She has been very proactive - attending the school's Equality Forum., taking part in an assembly during Deaf Awareness Week, and running a sponsored signing activities event. Now a fellow parent is learning to sign! She set up a Parents' Group which was a 'real eye opener' in showing other parents the challenges of daily communication which they take for granted. One particular mother always repeats impromptu remarks to Sally, and the parent representative in one son's class texts Sally with information.

Sally's advice to Deaf parents is

- Meet early each year with your child's class teacher and try to build a good relationship.
 - Share your biggest concerns and ask for specific help e.g. hearing your child read.
 - Ask for written feedback after meetings to double-check what was said.
- Find out who the class rep is and ask to be kept in the loop.

For Sally, not being able to socialise with groups of chatting mums at the school gate is a source of frustration although she fully appreciates the one to one conversations she is able to have. Sally has built up her own network of parents who empathise and are willing to include her.

All schools should review how they relate to deaf parents in a consistent way. More must be done to increase school's recognition of the need to be more open to sign language. A bank of people skilled in sign language could be formed, enabling deaf parents to become more involved in their child's learning.

The best schools know that working together with parents to support their children's learning brings lots of benefits for everyone.



Clarissa Williams

Clarissa Williams, DPUK Education ambassador

InteGreat Theatre is back!!

InteGreat Theatre is a Theatre group for Deaf and hearing adults. The group meet every **Saturday 11am-2pm at Hippodrome Theatre**, Hurst Street, Birmingham, B5 4TB. Sessions are free and you don't need any previous experience in acting or sign language to join in. The group started meeting on Saturday 2 October and will be meeting every week – don't worry if you can't make every week, you'll be given have a role in the performance.

For more information please contact :

Angela Twigg on angela@integreattheatre.org.uk or text/call **07515939806**

(sessions are run by Angela and Mary-Jayne Russell De Clifford)

Also Mary-Jayne and Angela are now running the sessions of '**Play on Signs**' (a Walsall based Deaf & hearing drama group) why not come along to these sessions too?

Every Tuesday, 7.30pm-9.30pm, Forest Arts Centre, Leamore, Walsall, sessions are free (refreshments will be provided)

The theme for Play on Signs is about 'Bantock House' Museum in Wolverhampton. Bantock house has a lot of history, and there will be a performance in 'Bantock House' Museum in January 2011. If you'd like more information about the performance please contact Angela or if you want any information about the group please contact **Lorraine**

InteGreat Theatre

HAS BEEN FUNDED FOR THE NEXT 3 YEARS TO
CONTINUE OUR..!

THEATRE GROUP FOR DEAF & HEARING ADULTS



When: Saturday's 11am-2pm

Where: The Hippodrome
Theatre, Birmingham, B5 4TB

Time: 11am-2pm

Come along and join us..!
Open to all, no experience needed!

If you are interested in joining or want more
information..

Please contact Angela Twigg

Mob: **07515939806**

E-mail: angela@integreattheatre.org.uk

Service Birmingham Staff Benefit Scheme is
continuing to fund us.

www.integreattheatre.org.uk

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7.30pm Community Channel on Sky 539 and Virgin TV 233

Saturdays

7.30am Community Channel on Freeview 87, Sky 539 and Virgin TV 233



Closing date for articles for the Christmas Newsletter is MONDAY DECEMBER 6th

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