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**RESOURCES FOR NON-ENGLISH SPEAKING PARENTS OF
CHILDREN WHO ARE DEAF OR HARD OF HEARING AND LEARNING
ENGLISH AS THEIR PRIMARY LANGUAGE**

by

Jennifer Wood Olumba

**An Independent Study
submitted in partial fulfillment of the requirements for the
degree of:**

Master of Science in Deaf Education

**Washington University School of Medicine
Program in Audiology and Communication Sciences**

May 15, 2009

**Approved by:
Lynda Berkowitz, M.S., CED, Independent Study Advisor**

Abstract: This study examined culturally and linguistically diverse families with deaf and hard of hearing children. A literature review consisted of looking at the rate of immigration to the United States, English speaking parents of children who are deaf and hard of hearing, bilingual education, and the obstacles bilingual parents of children who are deaf and hard of hearing may face. The data obtained was used to compile a list of resources for parents of children who are deaf and hard of hearing available in languages other than English in order to assist these families.

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Jennifer Wood Olumba

May 15, 2009

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I would like to thank my Lord and Savior, Jesus Christ, whose mercies are new everyday. I would also like to thank my advisor, Lynda Berkowitz, for her dedication and guidance in helping me complete this independent study and all of my colleagues who were willing to share their resources with me.

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Introduction

Raising children in today's society can be physically, mentally, and emotionally taxing. Families are made up of various counterparts and often times there are single parents or grandparents raising children. Although parenting children in general can be difficult, the situation is drastically altered when the child has a disability. Finding out a child has a hearing loss can be overwhelming to a family. With the implementation of Universal Newborn Hearing Screening in most states, hearing loss is being detected earlier and has forced professionals to develop programs for children with hearing loss beginning at birth. With the increase of immigrants entering the United States, professionals are being required to assist non-English speaking parents of children with hearing loss. This paper will ultimately look at the needs of these families and how these needs are being addressed.

Parents of native English-speaking children who are deaf or hard of hearing

When parents in the United States discover their child has a hearing loss, they are flooded with an array of emotions. Not only do they have to come to terms with this difference in their own child, but they are often required to make some important decisions including appropriate services and support while dealing with a myriad of emotions (Luckner & Velaski, 2004, p. 325). Physicians refer parents to other professionals and, at an early stage in the process, parents must decide on a communication method and when/if to pursue hearing aids or a cochlear implant. This experience can be overwhelming for a parent or caregiver.

In addition to the grieving process, parents often deal with the loss of the hopes and dreams they may have originally planned for their child. Luterman (2008) states "the emotions involved in having a child with a disability are very intense" (p. 157). One or both parents may experience denial, delaying the amplification and early intervention process. Parents may

receive little support from other family members, usually due to a lack of understanding of the child's hearing loss. This is a process many parents deal with for the rest of their lives.

Hearing loss is a disability that requires knowledge of a vast amount of terminology as well. Doctors and educators alike may use jargon that is often difficult for a parent to comprehend. They may use terms like 'moderate to severe hearing loss', 'audiogram', 'earmold', 'digital hearing aids', and 'cochlear implantation', often causing confusion to the parents. Because The Joint Committee on Infant Hearing (2000) reports the earlier the diagnosis and amplification the better (p.10), professionals often push parents to get started when they have not even realized the impact the hearing loss may have on the child and on themselves. Without the right assistance and support, parents can get lost in understanding the difficult terminology and the sorrow of the hearing loss.

Resources for English-speaking parents of children who are deaf or hard of hearing

Fortunately for parents of children with hearing loss in the United States, there are many available resources to guide their experience. Most states have implemented early intervention programs for children with disabilities. These programs serve as a way to educate parents in their home environment and at a pace comfortable for them. Hintermair (2006) believes "empowerment processes (for parents) have to start very early due to the fact that the empowerment of deaf and hard of hearing adults begins with the empowerment of the families they are born into and in which they grow up" (p.494). In addition to the early intervention programs, when children reach school age, there are public and private specialized schools focusing on the communication methods chosen by the parents. There are books, journals, pamphlets, websites and other resources available at their fingertips. Hintermair (2006) sums up the hopes of most educators of children with hearing loss when she states that "coping with a

hearing loss must not degenerate into battling against a defect; it must instead reinforce what is available, healthy and strong” (p. 495). Being a native English speaker in the United States affords many opportunities regarding educating a child with a hearing loss, often unknown by people who have a native language other than English.

Immigration to the United States

In addition to being one of the richest countries in the world, America has long been known as the land of opportunity. Knowing this, it is not a wonder why people from impoverished countries with limited opportunities desire to move to the United States. According to an article from the U.S. Census Bureau released on October 8, 2003, nearly 1-in-5 people or 47 million residents age 5 and older, speak a foreign language at home (Bergman, 2003, p.1). In fact, according to Bergman (2003), “the number of people who spoke a non-English language at home at least doubled in six states between 1990 and 2000” (p.2).

The population in the United States has increased significantly in the last few decades. Steven Camarota (2001) explains:

Immigration has become the determinate factor in population growth (in the United States). The 11.2 million immigrants who indicated they arrived between 1990 and 2000 plus the 6.4 million children born to immigrants in the United States during the 1990s are equal to almost 70 percent of U.S population growth over the last 10 years.(p.1).

As a result of this vast influx of people from other countries, the number of languages spoken in the homes of families living in America has continued to grow. According to the 2000 Census, the top ten languages now spoken in the United States other than Spanish and English are: Chinese, French, German, Tagalog, Vietnamese, Italian, Korean, Russian, Polish and Arabic (Shin & Bruno, 2003, p. 2). The increase of languages brings with it an increase in children born

to bilingual families. This growth continues to have a dramatic effect on school systems in the United States. The Department of Education reported that “the number of children in public schools has grown by nearly 8 million in the last two decades” (Camarota, 2001, p. 18).

Bilingual education in general

According to a report by the Laboratory for Student Success, “presently, about 56% of all public school teachers in the United States have at least one ELL (English Language Learning) student in their class” (Waxman, Tellez, & Walberg, 2004, p. 1). Bilingual education has evolved through the years. Due partly to reforms in 1960s immigration law, the last three decades has seen a dramatic increase in immigrants (Camarota, 2001, p.3). In 1968, The Bilingual Education Act was passed which provided federal funding to local school districts. This was done in hopes the schools would create approaches to incorporate native-language instruction (Rethinking Schools Online, 2002). During this time, various school districts attempted to implement strategies in order to best meet the needs of their bilingual students.

The case of *Lau vs. Nichols* in 1974 was a turning point in bilingual education. Lau was a Chinese non-English speaking student, among others in San Francisco, who felt education in English-only was discriminatory. Lau’s struggle concluded when San Francisco schools signed a consent decree agreeing to provide bilingual education for Chinese, Filipino, and Hispanic children on January 21, 1973 (Law 414 U.S. 563, www.findlaw.com). Congress endorsed this principle in the Equal Educational Opportunity Act of 1974 (Rethinking Schools Online, 1998). Although this was a victory for bilingual students, the law did not provide guidelines on implementing English as a Second Language programs. This left the school systems searching for ways to better educate bilingual students. In order to remedy this problem, the federal courts

and the federal Office for Civil Rights developed three criteria school systems must meet in the Lau Remedies case of 1975. These criteria include:

1. adequate resources, such as staff, training, and materials, to implement the program
2. standards and procedures to evaluate the program, and
3. a continuing obligation to modify a program that fails to produce results
(Rethinking Schools Online, 1998).

The 1974 act, although appropriate in acknowledging a need, did little to give clear guidance to school systems. Although schools recognized bilingual education was important, there was a question as to whether the education of bilingual children applied to both legal and illegal immigrants. As the number of illegal immigrants continued to rise, questions were raised regarding the education of those children.

In 1982, in *Plyler v. Doe*, the Supreme Court of the United States ruled that states and school districts could not deny education to illegal alien children residing within their borders. More specifically, the decision allowed illegal alien children, who reside in a school district, to attend grades K-12 at a public school on the same terms as resident children who are American citizens.

(Murphy, Hesse, Toomy, & Lehane, 2007, p. 1).

This ruling gave definitive answers to questions regarding children of families who were in the United States illegally. It was now the responsibility of the United States to educate every child within the country, regardless of their legal status.

The Bilingual Education Act was repealed and replaced with the “No Child Left Behind” (NCLB) act in January, 2002. (Salinas, 2006, p. 22). With NCLB, ‘bilingual education’ has been replaced with the term ‘Limited English Proficient’ or ‘LEP’ (Wright, 2005, p.7). Before NCLB, each state identified LEP students using its own set of policies. This gave way to a lot of subjectivity in educating LEP students. With NCLB, Local Education Agencies or LEAs are given Title III funds to use specifically in the education of their LEP students (Wright, 2005, p.20). The programs designed for LEP students, according to Wright (2005), must meet two

requirements. These are to teach English and teach the state content standards (p. 22). With these funds and the development of programs comes accountability. In fact, every two years, states must submit an evaluation of their LEP programs to the state (Wright, 2005, p.25). Critics and proponents of NCLB do agree on one thing regarding LEP education as a result of the NCLB act. Finally, “districts and schools which have long neglected their LEP students can no longer afford to do so as they are now held accountable for both the attainment in English language proficiency and the academic achievement of these students” (Wright, 2005, p.30).

Parents of bilingual children

In the process of acclimating to a new culture and language themselves, non- or limited-English speaking parents have the responsibility of making sure their children become acclimated as well. History has not always treated people of other cultures kindly in the United States. Unfortunately, some of that animosity still persists even today. Whether it is the notion that parents and their children should already know English or that they are here to steal the jobs of the Americans, negativity is still present, depending on who you talk to. Meyer (2006) believes immigrants are refusing to learn English or acclimate into our culture but demand we “make it possible for them to function here” (p.1). New immigrants to the United States are often aware of the possible stereotypes regarding them, their language, and their culture.

Poverty can be a preventing factor in an immigrant’s immersion into English and the American culture. According to Camarota, “based on the March 2000 CPS, 16.8 percent of immigrants compared to 11.2 percent of natives lived in poverty in 1999” (2001, pgs.12 & 13). Although immigrants arrive from Mexico, Korea, Somalia, Puerto Rico, Columbia, among many other countries, there is no particular group to which poverty is assigned nor is there one quick solution that can remediate this issue. In fact, Camarota goes on to report that rates of poverty

vary among immigrants from different countries (2001, p.13). Poverty can prevent our basic human needs including shelter, clothing, food, insurance, and health. While a family may be striving for mere survival and a better life for their children, focusing on English and the American culture may not be at the top of their list of priorities.

While doing their best to try and find ways to learn English, “they (immigrants) often lack the reading and writing skills necessary for access to training, job mobility, or success in regular ESL classes” (Wrigley, 1993, p. 1). Even when a strong desire to learn English exists, several circumstances can hinder that desire.

One of the largest barriers immigrants face is illiteracy. “An estimated 400,000 legal and 350,000 illegal immigrants are unable to read or write even in their native language, according to a July 2007 report from the Migration Policy Institute, an independent Washington think tank” (Hollingsworth, 2007). Illiteracy can prove as a huge barrier to learning any language. In fact, “a 1995 study by George Mason University professor Virginia P. Collier found that ‘non-native speakers of English with no schooling in their first language take seven to ten years or more to reach age and grade-level norms of their native English-speaking peers’” (Garcia, 2008). This not only affects a child’s ability to learn English in the public school system but can significantly impact a parent’s ability to help their child succeed in public school. If an immigrant is from a part of the world where he was unable to learn to read and write in his native language, it is important that our expectations as a country reflect this fact.

A second barrier is a lack of cultural competency among people attempting to teach English. Some immigrants are refugees running from war-ridden countries where others may be fleeing extreme poverty to create a better life for their family. Farah Abdi, executive director of

the Somali Foundation in Kansas City, says “The situation is not the result of an inability to learn, but the barriers to learning. If a teacher understands the history of these people, the psychological traumas they’ve experienced and understands the language, it would help. Cultural competency is crucial” (Garcia, 2008). Although our demands on immigrants as a country are great, it is important for us to take time to understand the circumstances these immigrants have endured in order to immerse them into our culture and language.

Even when teachers take the time to become culturally competent, the United States faces a lack of trained teachers. “According to the U.S. Department of Labor, there are more than 24,000 translators nationwide, but there still are not enough to represent the more than 300 languages spoken in the U.S.” (Garcia, 2008). Teachers are needed in all areas of education and bilingual education is not immune to this need.

Even if barriers are overcome, bilingual parents still have so many transitions to endure and changes to make in order for their children to be successful. Although learning English is extremely important to most immigrant families, “maintaining and continuing to develop home language proficiency is important to immigrant parents for a variety of reasons, including communication with immediate and extended family and community, ethnic pride, and cultural maintenance” (Worthy & Rodriguez-Galindo, 2006, p. 581). Because the immersion of English is demanding of attention and practice, parents often find the primary language fading quickly as a child learns the language and culture of the United States. Although parents desire for their children to become proficient in English, they often depend on their children to interpret for them if they are not fluent in English. This fact makes the maintenance of their primary language extremely important. In Worthy and Rodriguez-Galindo’s study (2006), they interview a

bilingual mother who has a son named David. The authors comments that “David’s mother said he tried to translate for her but doesn’t know how to explain things or read well enough in Spanish to transmit important subtleties” (p. 592). Because the focus in public schools is English, the American culture does not take into account the importance of the primary language to most immigrant families.

Although English is vital to be successful in the United States, many barriers may stand in the way of immigrants who move here. These include poverty, illiteracy, lack of cultural competency and lack of trained teachers. In addition to the pressure to learn English, parents often feel a sense of their primary culture and language slipping away as they transition into American culture and the English language.

Parents of bilingual children who are deaf or hard of hearing

It is apparent that immigrant families must endure many transitions when living in the United States. In the midst of learning English and a new culture, some parents must learn to accept their child is deaf. A family’s reasons for living in or moving to the United States differs among immigrants. Steinberg, Bain, Yuelin, Montoya, & Ruperto (2002) found that “the (immigrant) families believed that the opportunities, resources, and services for deaf and hard of hearing children were superior in the United States and that their child would face less discrimination than he or she would in the native country “ (p. 13). In addition to the myriad of emotions they endure daily accommodating a new culture and customs, parents must become educated about hearing loss, its impact on the child and the family, and the next steps to take.

Bilingual parents, like native English-speaking parents, experience an array of emotions surrounding the diagnosis of a hearing loss. Guilt and sorrow can have a huge impact on a family and the way they are able to respond to a diagnosis. In fact, in some countries, a diagnosis of hearing loss is attributed to various factors. One Hispanic parent of a child with hearing loss explains it like this:

My own mother was quite old-fashioned and said that older women have children that are born retarded, that they aren't born healthy, that they must have their children in their 20's, and that is how my grandmother and my mother were, and I thought this was the right way to do things. And so I thought, "Look, I had this child when I was 34 years old, and look, he was born deaf." So, I felt guilty, because in order to satisfy my husband and have a baby, he (the baby) has to suffer, because I am not the one who is deaf, and although I try, and do everything I can for him, it's his life. He's my son, I'd like to hear for him, or give him my ears, but he's the one who is deaf, not me.
(Steinberg et al., 2002, p. 14).

In addition to guilt, bilingual parents of children who are deaf or hard of hearing also often feel sadness. In Steinberg et al.'s study (2002), many parents reported feeling sad after the diagnosis (p. 13). Parents often relate their own encounters with deaf people to possible interactions their child may face in the future. One mother residing in Mexico and contemplating moving to the United States put it this way: "Well, I also felt very sad. Well, I also knew deaf people in Mexico and they don't know how to communicate, they don't know sign language, they don't have any language. They try to speak but you can't understand them" (Steinberg et al., 2002, p. p.16). In addition to guilt and sadness, native English-speaking and bilingual parents experience denial, anger, and a variety of other emotions. Parents want the best for their child and need help working through these emotions.

Language can prove to be a huge barrier in making sure a child with hearing loss receives appropriate services. In fact, Steinberg et al. (2002) found that "The inability to communicate in

English affects more than the relationship between professionals and parents. This study indicates that parents who are unable to take full advantage of information and resources in English tend to experience a narrow perspective of the options available and a more limited perspective of prognosis and the future potential of their child” (p. 18). One parent was especially concerned with her child learning sign language. Because spoken language is so vital in most environments, she wanted to know alternatives that existed. This is her version of the encounter with the teacher.

...My question was what alternatives there are, and how can the child progress with this because that was our concern. She told us that the alternatives that there are now are not that many because the child is one step before being deaf... At every moment, we look to see if there is another alternative besides the sign language-we want it, we want that alternative.
(Steinberg et al., 2002, p. 24).

Lytle, Johnson, & Jun Hui (2005) found that “without established programs or services, the majority of parents exert immense time, energy and financial resources on ‘finding a cure’ for their child instead of promoting language and knowledge development” (p. 463). Although the options available to bilingual parents are the same as those available to native-English speaking children, the lack of information in their native language may inhibit parents from understanding and realizing the full extent of available support and services.

In addition to the emotions and language barriers that must be overcome, parents are advised early on to choose a communication method for their children. Within the realm of deaf education, a parent may choose an auditory-based or a manual-based mode of communication. With today’s technology and cochlear implantation, many parents often choose an auditory-oral approach so their child may pursue spoken language. Steinberg et al., 2002, found “the communication method chosen tended to be the one recommended by the professionals

consulted, with little consideration of alternative approaches” (p. 29). Some parents are presented with only one approach, depending on what is available in a specific area or what the teacher of the deaf is most familiar with. These options often focus on either spoken English or sign language, neither of which is the family’s primary language. Many professionals in the field advise parents to speak only English at home in order to provide the child with one communication model. It is significantly important to families that a child is able to communicate with all members of the family. One parent states “... they (professionals) have no idea how important it is for us that our children preserve their language-that they dominate and perfect English, but that they also dominate and perfect their own language” (Steinberg et al., 2002, p. 32).

As part of the decision regarding mode of communication, families must also decide whether or not to pursue hearing aids or a cochlear implant. In a 2002 study, after interviewing eight Hispanic bilingual families, these parents were “frequently dissuaded from getting a cochlear implant for their child because of the risks involved in surgery and because the benefits of implantation were described as insignificant” (Steinberg et al., p.42). Of course the possibility remains that some information was lost in translation. In addition to the confusion which may occur, families must consider the cost of hearing aids or implantation surgery, if their medical insurance does not cover it. Since the poverty rate among immigrants is greater than native English speakers, this is a great cost that many families will not be able to afford alone. Fortunately, some agencies exist that are willing to help but the professionals working with the family must possess the knowledge first and pass this knowledge on to the bilingual parents.

Empowering bilingual parents is a huge responsibility. Due to the fact that information is often lost in translation, resources to guide these parents are extremely important. There is a need to provide guidance to bilingual parents in their native language and somehow preserve their desire to maintain their native language and culture in the process.

This literature review informed me of the great need for resources for non/limited-English speaking parents of children who are deaf and hard of hearing. In my desire to help meet the needs of these families, I have compiled a list of resources for immigrant families available in languages other than English. My hope is that professionals in the area of deaf education become equipped with the tools to help empower these families.

**RESOURCES FOR NON/LIMITED-ENGLISH SPEAKING FAMILIES OF CHILDREN
WHO ARE DEAF OR HARD OF HEARING**

I. WEBSITES

- A. www.agbell.org ; using the tool at the bottom of the page, worldlingo.com will translate their Oral Deaf Education information into the following languages: English, French, Italian, German, Portuguese, Japanese, Chinese, Russian, Greek and Korean.
- B. www.oraldeafed.org/materials/index.html ; materials for parents are available for free in the following languages: Spanish, Portuguese, Chinese, Japanese, and French.
- C. <http://jtc.org/contact/email.php> ; toll free international calls in order to receive information. Callers need to dial 800.522.4582 and then the number representing their country. A Spanish speaking operator is available in the following countries: Argentina, Chile, Columbia, Ecuador, Mexico, and Venezuela. A Tagalog speaking operator is available in the Philippines.
- D. <http://www.deafwebsites.com/>; lists websites regarding deafness around the world.
- E. <http://www.cuedspeech.org/sub/cued/cuecharts.asp> ; list of languages and resource pages cued speech has been adapted for.
- F. http://www.cuedspeech.org/sub/resources/around_world.asp ; list of centers using Cued Speech around the world. (Includes Belgium, France, Spain, Switzerland, & the United Kingdom).
- G. www.nidcd.nih.gov/health/spanish ; The National Institute on Deafness and Other Communication Disorders' (NIDCD) page with several fact sheets in Spanish.
- H. <http://medlineplus.gov/spanish> ; an online health information resource produced by the National Institutes of Health and the National Library of Medicine. This is a Spanish version of their database. Parents can enter the search term of their choice.
- I. http://www.ncbegin.org/index_s.shtml ; the "BEGINNINGS for Parents of Children Who are Deaf or Hard of Hearing, Inc." website in Spanish.
- J. <http://www.clinicajohntracy.org/> ; the "John Tracy Clinic's" website in Spanish.

- K. <http://www.audiciondelbebe.org/portada.asp> ; the babyhearing.org’s website in Spanish.
- L. http://kidshealth.org/parent/en_espanol/esp_land_pg/spanish_landing_page.html ; the kidshealth.org’s website information for parents in Spanish.
- M. <http://www.cdc.gov/ncbddd/ehdi/spanish/default.htm> ; Center for Disease Control and Prevention’s website; “Early Hearing Detection and Intervention Program” in Spanish.
- N. <http://www.doe.virginia.gov/VDOE/sped/SpanishHearingGuide.pdf> ; “Information for Parents of Children With Hearing Loss, A Resource Guide for Parents” in Spanish
- O. <http://www.nlm.nih.gov/medlineplus/hearingproblemsinchildren.html> ; Medline Plus’ website; “Hearing Problems in Children” in Spanish
- P. www.signingfiesta.com ; has trilingual (Spanish/English/ASL) instructional sign language DVDS and Videos.
- Q. <http://www.listen-up.org/htm/spanish.htm> ; provides a list of Spanish resources in Spanish.
- R. <http://cochlearimplantonline.com/site/?p=1024> ; website offers 6 HOPE online courses in Spanish.
- S. <http://www.spanishtoys.com/UDBooks.asp> ; list of Spanish children’s books and software.
- T. www.infosord.com ; website used by the Spanish deaf community. All information is in Spanish.
- U. www.cnad.org.tw/ ; Chinese National Association of the Deaf’s website in Chinese.
- V. www.deaf.org.hk/ ; The Hong Kong Society for the Deaf’s website in Chinese
- W. <http://www.oraldeafed.org/schools/montreal-francais/index.html> ; French version of Montreal School for the Deaf’s website in Montreal, Quebec.
- X. www.taubenschlag.de ; German deaf web portal.
- Y. <http://www.theinterpretersfriend.com/indj/dcoew/sk.html> ; website regarding deaf resources in Korean.
- Z. <http://www.wdl.ru/>; World Deaf Links, Russian version.

- AA. <http://www.jfd.or.jp/en/>; Japanese Federation of the Deaf's website available in English and Japanese.
- BB. <http://www.pzg.org.pl/tarnow/HomePage.htm> ; Polish Association of the Deaf's website.

II. ARTICLES

- A. Steinburg, A., Bain, L., Li, Y., Montoya, L., & Ruperto, V. (2002). A look at the decisions Hispanic families make after the diagnosis of deafness (Un estudio sobre las decisiones que toman las familias hispanas despues un diagnostico de sordera). Laurent Clerc National Deaf Education Center, A Sharing Results Series Paper, 1-102. Available at:
<http://ccdam.gallaudet.edu/pdf/HispanicFamilies-Espanol.pdf>

III. BOOKS

- A. **Lenguaje por señas para bebés** (*Spanish Baby Sign Language Basics*) Available at:
http://www.harriscomm.com/catalog/product_info.php?products_id=19659
- B. **El Lenguaje de Senas Para la Familia (libro)** (*Spanish Family Sign Language Companion Guide*) Available at:
http://www.harriscomm.com/catalog/product_info.php?products_id=17853
- C. **Un Curso Basico De Lenguaje American** (*A Basic Course in American Sign Language in Spanish*) Available at:
http://www.harriscomm.com/catalog/product_info.php?products_id=2148
- D. **El desarrollo cognitivo y linguistico de los ninos sordos/ The Cognitive and Linguistic Development of Deaf Children (Spanish Edition)** (Paperback) by [Alvaro Marchesi](#) Available at:
http://www.amazon.ca/desarrollo-cognitivo-linguistico-Linguistic-Development/dp/8420665177/ref=sr_1_3/184-5102523-1838048?ie=UTF8&s=books&qid=1240184592&sr=1-3
- E. **Signos para el inglés exacto: a book for Spanish speaking families of deaf children in schools using Signing Exact English** (Paperback) by [Lou Brown](#) (Contributor), [Esther Zawolkow](#) (Editor), [Maruxa Salgues Cargill](#) (Translator) Available at: www.oc2net.com/modsign
- F. **Cristobal Tiene Tubitos En Los Oidos/Chris Gets Ear Tubes** by Betty Pace in Spanish. Available at: <http://www.adcohearing.com/product947.html>

G. **Oliver Y Sus Audiofonos/Oliver Gets Hearing Aids** by M.C. Riski & N. Klakow in Spanish. Available at:
<http://www.adcohearing.com/product1638.html>

H. **Reading to deaf children: learning from deaf adults** by David R. Schepler; Manual and DVD; manual has been translated into Arabic, Chinese, Russian, Spanish, Tagalog, and Vietnamese. Available at:
<http://clerccenter2.gallaudet.edu/products/BVT147.html>

IV. VIDEOS

A. **Spanish/English Sign Language Videos - Animals, Insects**

Product ID #: 515 - Ship Wt: 1 LBS., Video 1 - Animals, Insects, School, Colors from Modern Signs Press, Inc.

Available at:

<http://www.oc2net.com/modsign/ProductDetail.asp?ProductID=120&DepartmentID=&CategoryID=&MerchantID=15000&RepID=&BasketID=>

B. **Spanish/English Sign Language Videos - Food, Feelings**

Product ID #: 517 - Ship Wt: 1 LBS., Video 3 - Food, Feelings, Questions from Modern Signs Press, Inc.

Available at:

<http://www.oc2net.com/modsign/ProductDetail.asp?ProductID=122&DepartmentID=&CategoryID=&MerchantID=15000&RepID=&BasketID=>

C. **Spanish/English Sign Language Videos - Family, Festivals**

Product ID #: 516 - Ship Wt: 1 LBS., Video 2 - Family, Festivals, Action Verbs from Modern Signs Press, Inc.

Available at:

<http://www.oc2net.com/modsign/ProductDetail.asp?ProductID=121&DepartmentID=&CategoryID=&MerchantID=15000&RepID=&BasketID=>

D. **Spanish/English Sign Language Videos - "La Visita al Audio"**

Product ID #: 519 - Ship Wt: 1 LBS., Video 4 - "La Visita al Audiologo" The Visit to the Audiologist from Modern Signs Press, Inc.

Available at:

<http://www.oc2net.com/modsign/ProductDetail.asp?ProductID=123&DepartmentID=&CategoryID=&MerchantID=15000&RepID=&BasketID=>

E. **Spanish/English Sign Language Videos - Video 6**

Product ID #: 651 - Ship Wt: 1 LBS., Video 6 - Libros en Accion, Includes three books:

- El Equipo de baloncesto de Daniel
Primer día de escuela
La hora de compartir
Available at:
<http://www.oc2net.com/modsign/ProductDetail.asp?ProductID=125&DepartmentID=&CategoryID=&MerchantID=15000&RepID=&BasketID=>

F. Spanish/English Sign Language Videos - Video 7

Product ID #: 652 - Ship Wt: 1 LBS..Video 7 - Libros en Accion

Includes three books:

- El festival
- Cinco de Mayo
- La Navidad

Available at:

<http://www.oc2net.com/modsign/ProductDetail.asp?ProductID=126&DepartmentID=&CategoryID=&MerchantID=15000&RepID=&BasketID=>

G. Spanish/English Sign Language Videos - Libros en Accion

Product ID #: 650 - Ship Wt: 1 LBS., Video 5 - Libros en Accion

Includes three books.

- La Amistad
- Un Paseo Con Mi Papa
- Flores Para Mama

Available at:

<http://www.oc2net.com/modsign/ProductDetail.asp?ProductID=124&DepartmentID=&CategoryID=&MerchantID=15000&RepID=&BasketID=>

H. Pagbasa sa mga Batang Bingi: Matuto sa mga Bingi na may Sapat na Gulang (Tagalog): Reading to Deaf Children: Learning from Deaf Adults. (Video and Manual) (1997), Laurent Clerc National Deaf Education Center, 51 pgs. Available at:

<http://ecap-webserver.crc.uiuc.edu/cgi-bin/clasSearch/viewitem.cgi?item=3477>

I. Parent Kit: Dreams Made Real Videocassette and DVD from

www.oraldeafed.org- available in Spanish.

J. Dreams Spoken Here Videocassette from www.oraldeafed.org – available in Chinese, Japanese, and Portuguese.

K. Speaking for Myself Videocassette from www.oraldeafed.org – available in French.

V. CD ROM

- A. **Sueño Sordo Hispano-Americano (The Deaf Hispanic-American Dream)**
(A Spanish and American Sign Language-accessible Product) by [Institute for Disabilities Research and Training, Inc.](#)
- B. **Tracks & The Wise Stones CD-ROM:** Presents two folktales in ASL, English, and Spanish. Available at:
<http://www.adcohearing.com/product488.html>
- C. **Mexican Sign Language/American Sign Language Translator 2** by Institute for Disabilities Research and Training, Inc. Order from Harris Communications Catalog or www.harriscomm.com
- D. **Russian Sign Language/American Sign Language Translator** by Institute for Disabilities Research and Training, Inc. Order from Harris Communications or www.harriscomm.com
- E. **British Sign Language/American Sign Language Translator** by Institute for Disabilities Research and Training, Inc. Order from Harris Communications or www.harriscomm.com

VI. ORGANIZATIONS

- A. **Alexander Graham Bell Association for the Deaf and Hard of Hearing**
3417 Volta Place, NW
Washington, DC 20007-2778
Voice: 202.337.5220
TTY: 202.337.5221
Toll-free Voice: 866.337.5220
- B. **BEGINNINGS for Parents of Children Who are Deaf or Hard of Hearing, Inc.**
P.O. Box 17646
Raleigh, NC 27619
Voice/TTY: 919.850.2746
Toll-free voice: 800.541.4327
- C. **John Tracy Clinic**
806 West Adams Blvd.
Los Angeles, CA 90007
Voice: 213.748.5481
TTY: 213.747.2924
Toll-free Voice: 800.522.4582

VII. OTHER

- A. **Comfort Level Checklist for Auditory-Verbal Families (Spanish).**
Developed by Sunshine Cottage School for Deaf Children. Available at:
<https://www.sunshinecottage.org/Products/OnlineStore.aspx>.
- B. **Sign2Me Flash Cards.** Can choose from: Quick Start, Objects & Emotions, Actions & Opposites, Animals & Colors, and Family, Clothing & Toileting. Each card shows the ASL illustration for the sign, The English and Spanish words and phonetic pronunciations, and teaches how to make the sign. From the Harris Communications catalog or www.harriscomm.com.
- C. Aguirre-Larsen, G. (1996). **Mi Nombre Es Lupita y Tengo Un Hijo Sordo.** Hillsboro, OR: Butte Publications, Inc.
This **set of six Spanish-language booklets** offers parents clear, concise, basic information about the ear, its parts and functions; types, causes, and degrees of hearing loss; hearing tests and hearing aids; language and social development; philosophies and approaches to communication and education; and home activities to stimulate language development. Available at:
<http://www.adcohearing.com/product1294.html>
- D. **Tips for Reading to Your Deaf Child Bookmarks.** currently available in Arabic, Bengali, Cambodian, Chinese, English, Farsi, French, Hmong, Inuktitut, Korean, Navajo, Portuguese, Russian, Somalian, Spanish, Tagalog, Thai, Urdu, and Vietnamese. Available at:
<http://clerccenter2.gallaudet.edu/products/srp-bookmarks.html>

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