

Skin Deep by Roger Brown

- Experience of developing identity at school
 - ⊙ Indiana School for the Deaf
 - Racial balance
 - ⊙ Expected a lot of black students
 - ⊙ Discovered mostly white students
 - Frustrating to see
- Wanted to become white
 - Saw other students in the shower
 - Tried to scrub skin until it was white
 - ⊙ Nothing worked
 - Hair texture
 - ⊙ Easy for white students to comb
 - ⊙ Own hair was harder to comb
 - Sense of frustration
- Finding resolution
 - Asked dorm parent
 - ⊙ Explained was trying to scrub skin so it would be white
 - Dorm parent explained
 - ⊙ Skin color didn't matter
 - ⊙ Inside all the same
 - ⊙ Our blood is all the same
 - This explanation satisfied me
 - ⊙ No longer attempted to scrub
 - ⊙ Felt comfortable in own skin

Making School Choices by Roger Brown

- ◆ Expressing gratitude
 - Mother
 - Grandmother
 - Friend
- ◆ Discovering school options
 - Critical event took place at Church
 - Mother didn't know what to do with Deaf son
 - Broader context
 - ⊙ 1950's
 - ⊙ Racism
 - ⊙ Limited educational options for black children
 - One woman in church had idea
 - ⊙ Suggested going to visit social worker
- ◆ Visit to social worker
 - Lived near Louisville, KY
 - Mom asked about options for me
 - Social worker explained two choices
 - ⊙ Kentucky
 - ⊙ Indiana
 - Mother decided on Indiana
 - ⊙ Filled out necessary paperwork
 - Had conflicted feelings
 - ⊙ Excited for new options for me
 - ⊙ Didn't want to let go of me so young
- ◆ Community Reaction
 - Reported discovery to church
 - Surprised by reaction
 - ⊙ Felt she shouldn't send me away
 - To School for the Deaf
 - ⊙ Family should stay together
 - Mother knew instinctively going to School for the Deaf was right
 - ⊙ Best for my education and future
- ◆ Getting Ready
 - Mother returned to social worker
 - ⊙ Filled out more forms
 - Needed clothing for school
 - Mom didn't need to buy clothes
 - Grandmother made all the clothing
 - ⊙ Very impressive feat
 - ⊙ Saved a lot of money
- ◆ Getting to School
 - Mother wasn't able to drive
 - ⊙ She rode the bus
 - ⊙ Mother and grandmother didn't have much money
 - Not upper class
 - Police Officer drove us to school
 - ⊙ Drove the 2 hours to school
 - ⊙ Dropped me off
 - ⊙ Took my mother back home
 - Very impressive
 - Wonderful memory of getting to school

A Trip to the South by Roger Brown

- ◆ Deciding about travel
 - Wife and I were discussing options
 - ⊙ Flying or driving
 - ⊙ How much it would cost
 - Going to South Carolina
 - ⊙ From here (Minnesota) to Charleston
 - ⊙ Honor daughter's graduation
 - From Americorps program
 - 9 month program
 - Renting a Van
 - ⊙ Decided on this option
 - ⊙ 22 hours of driving
 - We wondered if we could drive that much
 - Leaving Tuesday afternoon
 - Graduation ceremony Thursday at 10 am
 - ⊙ Decided we could do it taking turns driving
- ◆ The trip south
 - My wife started driving
 - ⊙ Through Wisconsin
 - ⊙ Past Chicago
 - My turn
 - ⊙ I started in Indiana
 - Felt proud because I graduated in Indiana
 - ⊙ Stayed awake through the night driving
 - Went past Louisville, KY
 - ⊙ Drove to 4 or 5 in the morning
 - ⊙ Love that time
 - Beauty of sunrise
 - My wife slept and missed it
 - ⊙ After dawn, woke my wife
 - ⊙ Turned driving over to her
 - We drove through Tennessee
 - ⊙ Beautiful mountain terrain
 - Through North Carolina
 - ⊙ Even more challenging roads
 - ⊙ On the map, it looks like a short trip
 - In reality, very circuitous route
 - Due to the Smoky Mountains
 - ⊙ But very beautiful
 - Weather changed at South Carolina border
 - ⊙ Alternating downpours and sunshine
 - ⊙ Made driving hard
 - Finally made it to my daughter's college
 - ⊙ In the midst of downpour
 - ⊙ Had to wait a bit to get out

A Trip to the South (Continued)

- ◆ At the School
 - Made it there on Wednesday afternoon
 - ⊙ We were exhausted
 - Daughter wanted help packing up
 - ⊙ Before leaving the next day
 - Took us on a tour of campus
 - Finally able to relax
 - Saw the graduation the next morning
- ◆ Exploring Charleston
 - Daughter excited to show us the town
 - Great deal of fascinating history
 - ⊙ Dating back to the Civil War
 - ⊙ Beautiful town
 - Buildings Close together
 - Narrow streets
 - ⊙ Modern day flea market
 - Previous site of slave auctions
 - Incredible to see the history
 - ⊙ Had read about it
 - ⊙ More impact seeing with my own eyes
 - Realized what a change America has gone through
 - ⊙ Life much easier now
- ◆ Visiting Boone Hill
 - Historical place about slavery
 - Had heard of it in movie
 - ⊙ Roots 2
 - ⊙ History of North America
 - Very excited to see this place
 - Daughter took me to see it
 - Beautiful plantation
 - ⊙ Very large
 - ⊙ Fields full of crops
 - Wondered where the historical part was
 - Directed to a dock house
 - ⊙ This building was used for shipping cotton
 - Slaves carried it to this building
 - Saw row of ten buildings
 - ⊙ Slave quarters
 - ⊙ Had a guide who explained the history
 - My daughter was interpreting for me
 - ⊙ Very small area
 - About 10 feet wide
 - Enough for fireplace and bed
 - ⊙ Very uncomfortable living accommodations
 - No Air conditioning for the heat of South Carolina
 - Fire for cooking inside
 - ⊙ These quarters for the slaves who were skilled

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Is Deafness a Disability? (continued)

- ◆ Pondering my own identity
 - Not identified as disabled
 - Both blind woman and person in wheelchair
 - ⊙ Have visible disability
 - ⊙ Speak English
 - When I raise my hands to sign, people label me as disabled
 - ⊙ Not before
 - ⊙ But my "disability" is invisible
 - Blind person has no "blind culture"
 - ⊙ Follows the America way
 - ⊙ Speaks English
 - Person in wheelchair
 - ⊙ Uses voice to speak
 - ⊙ The American way
 - ⊙ Has no culture
 - As deaf person, I have a distinctive culture
 - I reflected on all these differences
- ◆ Answering the Question
 - Pondering those experiences in light of MJ's question
 - ⊙ Am I disabled?
 - Others in my examples I see as disabled
 - ⊙ But not myself
 - ⊙ See Deafness as a culture
 - But interesting question to contemplate
 - ⊙ On the bus
 - ⊙ Thinking of differences between me and the other two people seen as disabled
 - Question spurred me on to think much more deeply about this issue

School Desegregation by Debbie Peterson

- ◆ The Alabama School for the Deaf used to be a segregated school
 - went to Mississippi school for the Deaf for one year and then transferred to ASD
 - ⊙ at six years old
 - parents brought me to school every day
 - ⊙ until I was 11
 - ⊙ passed another set of buildings but never thought much of it
- ◆ The schools desegregated when I was 11
 - third from last school to do so
 - my parents upset
 - ⊙ other parents upset
 - ⊙ nothing they could do - law required it
 - white students moved to black campus
 - ⊙ Ft. Lashley campus
 - ⊙ same buildings I'd passed without knowing it was black campus
- ◆ New experience for me
 - moved into the school with no explanation or preparation
 - ⊙ didn't even know there were deaf people who were black
 - blacks and whites not comfortable with each other
 - ⊙ tension and arguments
 - ⊙ some fights
 - ⊙ scary and new for me
 - ⊙ eventually things settled down
 - moved back to the South Street campus
- ◆ Black deaf had to adopt white deaf symbols and culture
 - Language had to become more like "white" ASL
 - Had to adopt the school colors of the white campus
 - ⊙ don't remember their original colors
 - ⊙ had to accept red and white
 - Had to give up their mascot
 - ⊙ Theirs: Dragon
 - ⊙ became Silent Warriors
 - No respect or consideration for their rights and culture
 - ⊙ we white people oppressed black students

School Desegregation (continued)

- ◆ How the last two campuses experienced desegregation
 - Mississippi desegregated after Alabama
 - Louisiana last to integrate
 - ⊙ black deaf fought to keep their symbols
 - wish had happened in Alabama too
 - ⊙ white campus had mascot Mustang and Green and White colors
 - black students wanted to keep their mascot
 - compromise - a new mascot chosen for the integrated school
 - War Eagle
 - ⊙ black students wanted new school colors
 - expensive to repaint the school in new colors
 - black students accepted white school colors
 - Mississippi kept the white school colors and mascot
 - ⊙ purple and gold Bulldogs
 - ⊙ just like Alabama white school kept their colors and mascot
 - ⊙ forced black students to adopt white symbols
- ◆ Being a part of history
 - Can't believe I was a part of that at eleven years old
 - People love to hear my story because it's a real part of history
 - ⊙ Experienced desegregation first-hand

A Spiritual Journey by Debbie Peterson

- ◆ Introduction to my Spirit Journey,
 - Two religious belief systems - gnostic and dogma
- ◆ History-
 - Grew up Southern Baptist
 - Message was punitive and harsh
 - ⊙ Remembers sitting in church being told she was a sinner and would go to hell if she didn't accept Jesus
 - ⊙ Never felt comfortable with that faith
- ◆ The Search Begins-
 - Began soul searching at Gallaudet
 - ⊙ What's the meaning of God, why am I here, who is Jesus to me?
- ◆ Looking for a new faith
 - Sampled several churches but did not find something that suited her
 - ⊙ With other friends also searching
 - Moved to Philadelphia and found Quaker faith appealing
 - ⊙ Went with roommate's family
 - ⊙ Quaker belief in equality appealed
 - Unable to continue exploring the Quaker faith
 - ⊙ Didn't know any interpreters to interpret the services
 - ⊙ Roommate was atheist and they had some conflicts because of that
 - ⊙ Still felt the need to find a place for her spiritual self
- ◆ Finding a Faith
 - Moved a lot and settled in Seattle
 - Talked with a friend about her search
 - ⊙ Said the only spiritual connection she had was an ability to interpret dreams
 - ⊙ Friend gave her a book on Gnostic faith by Sylvia Browne
 - ⊙ Browne is a psychic who has a spirit guide (Francine) who guided her in the writing of the book.
 - ⊙ After a year of "not getting around to it" - finally read the book
 - Finally found the connection to a faith and belief she'd been searching for

A Spiritual Journey (continued)

- ◆ The Belief system
 - Book stated the difference between Gnostic beliefs and dogma
 - ⊙ Dogma - predominant in America
 - one leader,
 - punitive,
 - rule-base,
 - hierarchical,
 - designed to elicit compliance through fear.
 - ⊙ Gnostic faiths believe that all people have God within them -
 - There are angels and spirit guides to help
 - We are to search for truth and love
 - Mission to serve one another.
 - Everyone and everything is precious - the earth as much as the people on it.
 - Views everyone as equals
 - Debbie gets a job in at the hearing-deaf power dynamic
 - ⊙ The focus on love nurturing and is what resonated with her spirit
- ◆ A new church
 - Now attends Sunday services at The Center for Spiritual Living in Seattle
 - ⊙ Sermons are about love
 - ⊙ The protection of the vulnerable
 - ⊙ The acceptance of all people as inherently good
 - Even if they rob a bank!
 - The antithesis of a dogmatic religion
 - ⊙ Message of forgiveness and trust
- ◆ Her search has ended
 - From dogma to Gnostic

Grant Writing 101 by Trudy Suggs

- ◆ Grant Writing: An Intro
 - Often do it for work
 - Not easy process
 - ⊙ Whether big organization or small
 - ⊙ Still hard
 - Need to be creative
 - ⊙ Asking for money isn't easy
 - Will give brief overview of process
 - ⊙ Not easy to learn
 - ⊙ Will give summary of it
- ◆ First Step: Having a Program
 - Need program or project to fund
 - ⊙ Example: Helping Deaf children read
 - using ASL only
 - with Deaf people
 - ⊙ Then look for matching funder for the program
 - Some organizations do opposite
 - ⊙ See funder offering money
 - ⊙ Develop program to try to match funding source
 - Not recommended method
 - ⊙ Better to have program first
 - ⊙ Then find grant source to suit it
- ◆ Grant Application: Statement of Need
 - Each grant has certain requirements
 - ⊙ Certain documentation to accompany the request
 - ⊙ Requirements may vary between grants
 - Some basic similarities between all grants
 - ⊙ Statement of need
 - Needs to have statistics
 - Proof that it will impact the community
 - Can't just sound good
 - Funders looking for evidence program will have an influence
 - Want to know whether it will be a localized or broader impact
 - Budget
 - Funders want to know how you will use money
 - Want to know how it specifically influences the program
 - Statement of Need should explain all of this

Grant Writing 101 (continued)

- ◆ Grant Application: Board Information
 - Should have information about
 - ⊙ Board composition
 - ⊙ Organizational history
 - ⊙ Mission
 - Some people think this isn't important
 - Can be really key
 - Board needs to know about grant itself
 - ⊙ An experience that happened to me
 - Shows that board members need to know about the grant
 - ⊙ Sometimes board have to meet with funders
 - ⊙ One time, went with two board members before funders
 - Assumed they know everything about grant application
 - Had been board members of our organization for many years
 - Couldn't answer questions at meeting
 - Didn't know what was being talked about
 - Didn't receive the grant because of it
 - Seemed they were on board to pad their resume
 - ⊙ Learned a lesson
 - Board members must be prepared
 - Know about the organization
 - Know the ins and outs of the grant proposal
 - Be ready with answers

Grant Writing 101 (continued)

- ◆ Grant Application: Writing the Proposal
 - Need to collect all necessary info for writing the proposal
 - ⊙ After you have mission, statement of need, and board info
 - Should have the following
 - ⊙ Statistics to support proposal
 - ⊙ Goals
 - ⊙ Objectives
 - Funders are looking for ways to show how you will evaluate what impact program had
 - Can't just say you did it
 - Need some way to give evidence of impact
 - ⊙ Need to have Objectives
 - ⊙ And an evaluation piece
 - Could be a survey
 - Or some other kind of measure
 - But important to funders
 - Need some way to prove effectiveness
 - Funders can then say they provided funds
 - And got certain results in return
- ◆ Grant Application; Budget
 - Last part is the budget
 - ⊙ Crucial
 - ⊙ You are playing with their money
 - ⊙ Need to be clear about how you will spend it
 - Most funders require line items
 - ⊙ Detailed description of how money will be spent
 - Need to not just make up numbers
 - ⊙ But amounts that you will follow
 - Not following your budget can make you look bad
 - ⊙ Might tell other organizations that you are not trustworthy
 - ⊙ Also illegal
 - ⊙ So important to be honest with budget numbers
 - Not try to cover over or deceive
 - ⊙ Best to be honest
 - Ask for help from funder
 - Or get an account to assist
 - ⊙ Get help if need be
 - But be honest
 - And have a clear budget

Grant Writing 101 (continued)

- ◆ Submitting the Proposal
 - Need to build relationship with funder
 - ⊙ Can't just submit the proposal
 - ⊙ Many funders like to know who is submitting a request
 - Like if some unknown person comes to your house and asks to be your friend
 - Same response from funders if no relationship
 - ⊙ Need to build that rapport with funders
 - Gives you more chance for funding
 - If you get the money, be sure to give appropriate reports
 - ⊙ Follow their requirements
 - Also include their name in any publicity you do
 - ⊙ Funders are interested in having the public aware of their grants
 - And that is a brief summary of how to write a grant

Who Speaks for Me? by Trudy Suggs

- ◆ Introduction
 - Description of article
 - From Deaf Monograph
 - ⊙ Theme of “Who Speaks for the Deaf Community?”
 - Brief synopsis of the article
- ◆ The Early Years
 - Born one year before PLU 94-142
 - ⊙ I was born Nov 29, 1974
 - ⊙ Law passed Nov 29, 1975
 - Law focused on Least Restrictive Environment
 - ⊙ LRE
 - ⊙ Law significantly influenced my life
 - My parents’ backgrounds
 - ⊙ Father
 - Culturally Deaf
 - Went to Deaf school
 - ⊙ Mother
 - Grew up with oral communication
 - Went to Deaf school Jr. year of high school
 - ⊙ Very different backgrounds
 - My birth
 - ⊙ Started learning to sign at 6 months
 - ⊙ Reading at 2 years of age
- ◆ Bureaucrats speaking
 - This was the time they decided for me
 - ⊙ That I was ready for pre-school
 - 1976
 - ⊙ I should be in self-contained classroom in mainstreamed school
 - It was Least Restrictive
- ◆ Experts deciding
 - That was when others were deciding what was best
 - ⊙ Shunning my parents’ input
 - ⊙ School followed their understanding of the law
 - Started mainstream
 - ⊙ In 4th Grade
 - ⊙ Half-day
 - Mainstreamed in Morning
 - Deaf class in afternoon
 - ⊙ Few interpreters in those days
 - ⊙ Hired an interpreter
 - Skills weren’t very good
 - Often absent
 - Asked my friends to fill in for interpreter when gone
 - ⊙ Went through 4th and 5th grade like that

Who Speaks for Me? (continued)

- ◆ Principal speaks
 - Mother upset about interpreting services
 - ⊙ 4th and 5th grade
 - ⊙ Wanted full time interpreter for me
 - ⊙ Provide equal access
 - That was when principal decided for me
 - School didn’t like my mother’s advocacy for me
 - ⊙ She wasn’t a pest
 - ⊙ Expressed her concerns in an appropriate way
 - Principal still didn’t like my mother raising these concerns
 - ⊙ Banned her from touching school grounds
 - Remember receiving letter
 - She had just been standing up for my right to an education
 - ⊙ Remember being picked up by my mom
 - School done at 3:30
 - My mom would come about 3:40 or 3:45
 - Had to park across the street
 - I would walk across to get in the car.
 - That was when the school decided for me
- ◆ Leaving the Mainstream
 - Deaf mainstream program dwindling
 - ⊙ In 5th grade
 - Told mom I wanted to go to ISD (Illinois School for the Deaf)
 - ⊙ Only 30 miles away
 - ⊙ My mom graduated from there
 - Principal who banned my mother from touching campus
 - ⊙ Tried to convince us to stay
 - I made their Deaf program look good
 - Had advanced two grades
 - Was an excellent student
 - ⊙ There was a lot of media attention to how successful mainstreaming was
 - School wanted to use me as a model student
 - ⊙ All this after banning my mother
 - Decided to go to the Deaf school

Who Speaks for Me? (continued)

- ◆ Deaf people speaking
 - Went to ISD
 - ⊙ When Deaf staff and people make decisions for me
 - Felt at home at ISD socially
 - ⊙ Being able to communicate was wonderful
 - Wasn't challenged academically
 - ⊙ Not the school's fault
 - ⊙ I just happened to be ahead of my classmates
 - Even though I was in the most accelerated class
 - "A" class
 - ⊙ Teachers didn't know what to do with me
 - Decided it best to go back to a mainstream program
 - ⊙ Had much discussion about it
 - ⊙ My mom had re-married by that time
 - ⊙ Made decision to go back to the mainstream
 - Word spread that I was leaving ISD
 - ⊙ Many people questioned the decision
 - Why leaving ISD?
 - ⊙ One man talked to me
 - Father of my classmate
 - I was ten at the time
 - Asked me if I was leaving the school
 - I replied that I was
 - Called me a traitor
- ◆ Interpreters speak
 - Back to mainstream program
 - ⊙ Large Deaf program
 - ⊙ In Chicago area
 - When interpreters began deciding for me
 - Different culture for me to navigate
 - ⊙ Once again dealing with interpreting shortage
 - Back to high school
 - Into a larger school and larger program
 - ⊙ 1,800 students and 80 deaf students
 - ⊙ 8 full-time interpreters
 - When interpreters spoke for me
 - AND talked about me
 - Example of interpreter
 - ⊙ Named Lori
 - Made fun of my signing everyday
 - ⊙ I was a sophomore
 - 13 or 14
 - ⊙ I had a first hour class with her
 - She didn't like the speed of my signing
 - Ridiculed me

Who Speaks for Me? (continued)

- She was young
 - ⊙ Like 30
 - ⊙ Made comments to try to have other hearing students like her
 - Other students would laugh
 - Very hard on my self-esteem
- She kept saying I signed too ASL and she couldn't understand
 - ⊙ But ASL was my language
- One morning, refused to go to school
 - ⊙ Mom asked me why
 - ⊙ I told her about interpreter
 - ⊙ My mom was angry
 - Called a meeting with interpreter coordinator
 - A CODA
 - ⊙ Told the coordinator what was going on
 - She then was upset
 - Called a meeting with interpreter
 - Told her that I was native user of ASL
 - To never make fun of my language
 - Interpreter was apologetic
 - Damage had been done
 - Destroyed my sense of trust for a long time
- ◆ IEP Meetings
 - During high school, had annual IEP meetings
 - ⊙ Audiologist was there
 - ⊙ I wasn't any good at speech
 - ⊙ Audiologist accused my mom of oppressing me
 - Not letting me develop my speech skills
 - ⊙ Mom was irate
 - Stood up and spoke in the meeting
 - Audiologist didn't realize my mom could speak clearly
 - ⊙ Audiologist impressed by that experience
 - ⊙ Became immersed in ASL and Deaf Culture
 - No longer an audiologist

Who Speaks for Me? (continued)

- ◆ Gallaudet – Deaf Community Speaks
 - Graduated High school
 - ⊙ Went to Gallaudet
 - ⊙ When Deaf community again spoke for me
 - Conversations with others
 - ⊙ If discovered I was from a Deaf family,
 - Some seemed put-off
 - I'd reply I went to mainstream school
 - They'd be more accepting
 - ⊙ If others from Deaf families discovered I went to mainstream school, they'd be put off
 - I'd reply I had a Deaf family
 - Then they'd be more accepting
 - The divisions were interesting
- ◆ Graduate School
 - Graduated from Gallaudet
 - ⊙ Went on to graduate school
 - Hearing people once again spoke for me
 - ⊙ Questioned how I could communicate
 - ⊙ Struggled again with getting interpreters
 - Culture shock again
 - ⊙ Classroom example
 - Working on Projects
 - ⊙ No one would want to work with me
 - ⊙ Teacher would ask for volunteers
 - ⊙ Some would be eager
 - Thinking they were helping me
 - Somehow better than me
 - ⊙ I persevered and worked to show that we were equals.
 - Went on to graduate

Who Speaks for Me? (continued)

- ◆ Out in the world
 - Deaf and hearing communities try to speak for me
 - ⊙ Hearing people think I'm too Deaf-identified
 - Deaf Family
 - Gallaudet graduates
 - That I'm against hearing people
 - Reply that I have hearing relatives
 - ⊙ Deaf people think I am to hearing-identified
 - Spend too much time with hearing people
 - Reply that I'm a strong Deaf person
 - ⊙ Have spent all this time trying to fit with expectations from
 - Parents
 - Teachers
 - Interpreters
 - ⊙ Finally decided time for me to speak for myself
 - Not let others decide for me
 - ⊙ But to speak up for myself