Deafness & Non-Traditional Communication

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Be Solutions-Based
Not Problem-Based
It’s not about their ears or hearing, signing or culture
It’s about communication!

Overcoming OUR Communication Barrier Today
Have a Q? Or Comment
Blackberry!
› Email rspitz@sprint.blackberry.net or text 207-450-5984
Deaf & Abuse Statistics

- Deaf children are 5x as likely to be abused as Hearing children (UK Study).
- Deaf children in the US are 3x more likely to be abused. (incidence or reporting issue?)
- Deaf college women are 1.5x more likely to be victims of partner violence, including sexual assault and physical abuse

What do you need to know to help them?

Deaf 101

Consider themselves as a cultural and linguistic minority not as disabled

“Born and hope to die” deaf
Part of a unique culture built around a common language, American Sign Language, and a common set of community experiences, expectations, and routines.

It's not your “ears” that make you Deaf, it's your LANGUAGE
American Sign Language (ASL)

- A true, natural language developed spontaneously by deaf people
- Has its own grammar, syntax, vocabulary
- Is not related to English
  The word ran—he ran for office, I ran to the store, he ran a company, has many different signs in ASL
- Is as full and rich as any spoken languages
- Is used by 250,000 to 500,000 persons, most Deaf, some deafened, and some non-speakers

So what else do you need to know?
Some Myths

- Most Deaf cannot speak (are mute)
  - Most cannot hear themselves and choose not to use speech
- Most Deaf people can “read lips”
  - English isn’t their language
  - Less than half the info needed is on the lips & tongue
- I love you — Olive juice
  Vacuum — F (can’t say it here)
  Tortoise—White—
  "Shoot," "shoes," "chews," "juice," "June" and "Jews"

What does this mean for you?
Take Charlie’s lipreading challenge!
http://www.youtube.com/watch?v=PmHHVaYbNmY

Culturally Deaf

- Some Truths

  - Many cannot read English at a level needed to understand written questions
    - Often a 2nd- to 4th-grade reading level
    - Word-for-word, not reading for concept
    - What does this mean for you? Check first.
  - Rarely in contact with Advocates until it’s already a crisis...
    - Used to a flat network and prefer community supports to outside experts.
    - Many have life experiences where “advocates” didn’t advocate.
Deaf Culture
Flat network,
Consensus

Hearing Culture
Hierarchical network,
Individual

Features of Deaf Culture that Impact Service Delivery

- Start with the point and then add background then restate the point
- It ain't over til we all agree, maintenance of group cohesion
- Eye contact and body language are part of language

How will they Contact Me?
What Should I Know?

- Most frequently using Video Relay
- Sometimes using TTY or IP-Relay
  - Plan for a longer phone call than usual
  - Just talk a little slower and take turns
  - Ask them how they want you to contact them
- How do I call them?
  - Direct VP #'s automatically call a relay agent
  - Most IP-Relays also automatically call a relay agent
  - Call 711 for Maine Relay for TTY

Vermont's DVAS made an excellent resource guide AND addresses SAFETY!

A Word about Safety....

Each Deaf and Hard of hearing "telephone" carries risks to safety

- Some have paper printouts, shred
- Some save conversations (remind the person to erase conversations but remember, someone will wonder why.)
- Some use internet and appear in your history
- Using FaceTime or VRS at Dunkin Donuts isn't SAFE!
- Spoofing: perp calls and says he/she is you, and the client won't know. Use a password.
**Seek A Deaf Person! What to Do?**

Don’t Panic!

Be calm, culturally competent, and ask if they need an interpreter or other accommodation.

Interpreter contact information is for ME & NH is in your notebook.

**there are no interpreters in Washington & Aroostook, use video remote interpreters**

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**General Rules About Sign Language Interpreters**

- Licensed Professional
  - Quality varies so ask
- Neutral
  - Should not be friends or family
  - Cannot be in dual roles
- Paid by agency for service
- Required for certain circumstances
  - Medical, Legal
- Respects confidentiality
- Interprets Everything!

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**LEP Limited English Proficiency**

Speakers of other languages may have good conversational skills but still can struggle

- Understanding written information
- Understanding specialized vocabulary & accents
- Understanding the culture which pervades your services

If LEP is affecting services, get an interpreter (in person or on the telephone)

See contacts for spoken/foreign language interpreters in your packet.
**Guidelines for Working With Interpreters**

- Speak to the person — not the interpreter—"I" means the person not the interpreter!
- Do not use third person
- Allow time for the person to respond
- Let the interpreter decide where to sit.
- Keep the message clear and direct
- Check for understanding!
- Clarifications are the mark of a good interpreter not a bad one
- Speak slower, not louder

**Consider Sensitive Issues Beforehand...**

The nature of the crime or victimization may change who the proper interpreter is...
- Age and gender of the interpreter
- Shared history between interpreter and client
- Future use of that same interpreter
- Small worlds & Client concerns: info leaking out

If possible, ask client for interpreter preferences and use the same interpreter for all contacts.

**What Do You Need to Know? Starting if a Terp is not Present...**

Yes, you can start, but start simply
- Give both of you a pen and pad of paper
- Use 5th grade English
- Only use for simple communication
- If you are not sure of understanding (either person) then stop and write: Wait for Interpreter
- Destroy all written notes, assist the person to transfer any needed information to another piece of paper and make that innocuous
Final Thoughts on Deaf

- Most people feel uncomfortable when meeting Deaf for the first time—no worries, Deaf are used to meeting hearing people
- Use the beginning and end of the conversation as an opportunity for direct communication. A smile, a hand shake, and direct eye contact show intent of visual communication and show respect for the other person.

Deaf Isn’t deaf

“D”eaf
- Language barrier
- Cultural barrier
- Interpreters

“d”eaf
- Hearing barrier
- Language is same
- Culture is same
- Technology or bust...

“ears, schmears”

“I’d really like my ears back please”

Aging Brains & Communication

Auditory Processing & Mild Presbycusis

Problem Areas:
- Rapid speech
- Speech in noise
- High pitched sounds

Listen to the demo at http://facstaff.uwyo.edu/bradleys/radio/hlsimulation/

- Often, seniors don’t know there is a problem.
- Most won’t know what to do about it.
- Use strategies for hard of hearing people but gently!

Don’t ask if they need accommodation, just do it
Tinnitus

5 Million people in the US live with tinnitus!

- Ringing, hissing, or clicking in the ears can prevent them from hearing you.
- Can be “all the time” or come and go
- Will seem louder under stress or in quiet
- Increases with hearing loss & with age!

Person may have benefit from an FM system or be better 2 hours post meds—So ASK!

- Tinnitus: How would you like to hear THIS all the time?
- http://www.tens.com/helps/demo02/helps_d02_demo_check.htm

Strategies for these Groups

- Provide services in a quiet room
- Speak more clearly (instant 20% in understanding)
- Start with topic, use shorter sentences, pause more
- Tape recorders, computers, and sound maskers emit high frequency hum, move them away from the person.

Ask if they want to use “something” to make your voice clearer (FM or PockeTalker)

If Moderate-Severe Hearing Loss

- Quiet room with good lighting
  - Bodies should be at equal eye level
  - Watch your “beak”
  - Face the person, not your notes
- If hearing aids, do a sound check
- Offer an FM system to remove background noise
- Speak clearly and SLIGHTLY louder
- If person doesn’t understand, repeat it, rephrase it, or write it down
- “off target” responses are a warning sign
- Watch your body—it speaks very clearly
Top Tip: Pause at the Clause…

- “Ok, so you take this paper home and fill it out and mail it to your case worker and he’ll help you get the resource you need. Ok?”
- “Your case worker will help you get the resource you need (pause). Fill this paper out (pause) mail it to your case worker (pause) and he will help you.”
- What does this mean for you?
  - Avoid tag questions
  - Single clause statements are best
  - Check for understanding

Late Deafened

Person grew up hearing, then lost hearing, they still speak. BUT they don’t hear
- Often linked with isolation & depression, PTSD
- Often linked to abuse; easy victim; very frustrated caregivers and family; deafened blame the hearing person and vice versa.
- Often unaware of interventions, strategies for helping themselves—they just sit there...
- They rarely sign, so don’t call for interpreters!
- Use previous strategies plus writing or speech-to-text: Dragon Speaking Naturally

What Do You Need to Know: Are You Really Accessible?

- Is the TTY # posted answered 24 hrs a day?
  - Post non-answered hours with “use relay”
- Does your hotline accept out-of-state calls?
  - Video Relay Service and IP-Relays send your call to any of their call centers, usually out of state.
- Is there a budget line for interpreter services?
  - pool $$ with other orgs to even out the costs
- Have you a list of interpreter agencies?
- Did you ask: What accommodations do we need in order to work together?
What Else Do you Need to Know?

Abuser Tactics

- See Power & Control Triangle handout
- Restricts access to interpreters or amplification (hearing aids)
- “Speaks for” the client or insists on recasting your words.
- “She’s confused” or “not bright”
- Victim does not know about technology for telephone!
- Covers mouth when speaking

Hints for Working with English-based D/HH People

- Ask the person what works for them.
- Don’t walk up behind them
- Get their attention before speaking
- Use their speech bubble (3-5ft)
- Have an awareness of fatigue, frustration, and take breaks
- Don’t assume functional or cognitive skills based on hearing, speech or “neediness”.

Remember the problem we are solving is communication, not hearing loss.

Speech & Cognitive Barriers

Who are we talking about here?

- We’re talking about People who are:
  - Visual Gestural Communicators
  - Picture-based Communicators
  - Augmentative Device users

- People with physical or cognitive disabilities
- People who have had strokes, TBI, progressive neurological disorders, and yes, people with intellectual disability.
People with Physical Disabilities

- May or may not have intellectual disability
- Tend to use augmentative devices

Intellectual Disability & Abuse

- Children with intellectual disabilities were 4.0 times as likely to be sexually abused
- Disability agencies described emotional abuse & controlling care as ‘neglect’ rather than through the framework of domestic violence
- Please cross-train with Disability Agencies!
  - 81%-99% report less than 3 hours training on DV/SA/stalking
  - How many of you have had 3 hrs. of training on ID?
    - Typically around 33%

People with Intellectual Disabilities

- Seldom get interviewed about their victimhood
- Seldom have their cases brought into the official justice system
- Seldom receive services that will allow them to “move beyond”

Why? Communication and our perception of them as disabled, poor witnesses, unable to understand or benefit.
Before you Start….

- Ask about primary communication modes
  - verbal or non-verbal
  (he can hear… but does he talk?)
  - signer or gesturer
  - picture-based communicator
- Know what you’re likely to need before you meet the person
- Keep a stash of pictures available, just in case.

Deaf Plus & Communication

- Most communicate via a system of unique signs, gestures, maybe some spoken words.
- They can use special Deaf-Hearing Interpreting teams based on gestural communication
- Most cannot tell you their “story” even with an interpreter or communication mediator without supports such as pictures.

The less language they have, the more important pictures become!

Iowa made something similar for Sexual Assault!

What to Do?

Find pictures that represent major topics you need to discuss with the client

- Person can use pictures as a way to “tell you their story”
  - Note the physical & emotional response
  - Try to get affirmation or denial of the action or event in the picture
  - Write down the words they said on the picture
- Log behavior as communication
  - Log which picture it is and what the response was.

These Don’t Work For Many People

and more...

Real Pictures Work
If We Can Make An App for Fruit

We can make an app that will help with:
- Sexual Assault
- Domestic Violence
- Victims of Crime
AAC augmentative & alternative communication
- Range from iPads to books of pictures
- Programmed Vocabulary relates to everyday needs and topics
  - Probably won’t have the pictures or words you need
- May or may not have a yes & no output. Almost never has a “I don’t know or I think so…”
- Almost never includes “time” or frequency words

Don’t attempt to do “on the spot” reprogramming of the device.

What Do You Need to Know? Abuser Tactics
- Disabling the device
- Disabling the person (breaking fingers)
- Threatening: If I get taken away….
- Controlling access to doctors or others who can provide aid & equipment
- Using AAC to impersonate victim to remove PFA (use code phrase)
- Controlling transportation or telephone access.

Tips on Communicating via AAC
- Ask where to stand and *make eye contact
- Speak directly to the AAC user in everyday language
- Ask the person to show you how she communicates yes/no and I don’t know.
- Do not interrupt when they are constructing a message.

If needed: Ask if a more familiar communicator could assist the communication between you.
But be careful…they might be the perp
**Interviewing Tips:**
*Speaking or via Terp*

- Use common, everyday words, not the words of “the business”
- If possible…ask them to tell you what happened, be patient, use expansions (recast, and then what happened…)
- If they can’t initiate, you need to ask the questions
- Breakdown questions to their most simple form
- Wait! Give plenty of processing time
- Listen, ask, then listen again…and again

**Asking Questions:**
*Clients with Limited Cognition*

Keep it simple, take your time.

- Yes/No questions are fine but… be aware of wanting to please do a “no” check ask the same info in different ways
- Who & Where are easier than What, Why & How
- Where touch? Picture may be better than doll
- Who touched? Know name signs or have pictures of relevant people
- Accept pointing as a communication tool and make sure the person has something to point to (places and pictures)

**Abuser Tactics**

All tactics used against vulnerable people plus:

- Removing key pictures!
- Playing “Guardian says” to control person or your ability to interview
- “Misinterpreting” client responses to mislead on pertinent information

The abuser is counting on your discomfort with people who are “mentally retarded”.

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*2014 Maine/New Hampshire Victim Assistance Academy - Victim Advocacy & Communication Barriers*
Above All.

- Ask—asking about communication up front saves time and provides a neutral accepting environment & shows respect.
- Be communication savvy and willing to take extra steps.
  - Conduct very focused interviews using short questions to get answers to specific questions.
  - Use visuals and memory aids as needed.
  - Know how to use FM system or get an interpreter.
- Listen carefully, ask for clarification or rephrase then listen again to ensure both of you are understanding each other.
- Ask the person what helps, but be ready to think creatively.

Contact Info

Romy Spitz (Deafness/Communication)
207-725-7236 (caption call) or email romy.spitz@maine.gov

NH: Northeast Deaf and Hard of Hearing Services
57 Regional Drive, Concord, NH 03301
603-224-1850 info@ndhhs.org

ME: Maine Center on Deafness
68 Bishop Street, Portland, ME 04103
207-797-7656 info@mcdmaine.org
Augmentative and Alternative Communication

AAC is adaptive technology that provides a way for people who cannot communicate verbally to communicate with other people. AAC can include all kinds of equipment ranging from pictures in a book that the person can point at, to devices that “voice” a message when a picture symbol is pressed, to computers that read typed sentences out loud.

Many people with use AAC as their major form of communication ranging from those who have had strokes, have oral apraxia, or ALS (Lou Gehrig’s Disease) who have no intellectual disability to those with cognitive disabilities and autism. The tips below will assist you in your advocacy work with victims who use AAC. You don’t need special skills to communicate with an AAC user.

Tips for working with customers who use AAC:

- Ask the person where they would like you to stand in order to read messages
- Speak directly to the AAC user as you would to any other adult
- Use everyday language, preferably the language they use so that you can ensure equal understanding
- Ask the person to show you how she communicates “yes” and “no” and “I don’t know”. If there isn’t a button or strategy for saying no, the default may be to say yes to everything.
- Do not feel you need to keep talking…it takes time and effort to construct messages. Let them complete one answer before going to the next question.
- As the person selects a word or symbol, say each word out loud so that the User knows you have the correct word.
- Do not interrupt when the person is in the middle of constructing a message.
- If you are not sure whether the message is finished—Ask!
- Say the words in the order the person produced and then clarify what you think he is saying (restate what you think he was trying to say and ask for confirmation).
- Have a paper and pen ready for long messages; write the words before you forget them
- If Needed: Ask the person if a more familiar communicator could assist the communication between you.
Picture-based AAC:

AAC is a wonderful tool for everyday communication. But they can be limited to a small vocabulary. The concepts or words you need to talk about may not be available on the person’s device and he or she may not be able to either spell out words or write words they do not have available. The following are some simple tips on what to do if you think the person doesn’t have a word he or she needs.

- If you suspect...ask. Do you need a word? (yes) Is it in your book or your device? (if no...go to step 2)
- Ask the user to give you a clue so you can guess the category. (Is it about a place? About a person?)
- If they cannot give you a clue,
- If you have pictures relating to your area of work or advocacy, consider offering something like an Oxford Picture Dictionary that they can leaf through and find an appropriate picture. If it seems to be related to your area of advocacy AND you have been proactive in making a set of pictures relating to your area of advocacy, show them the pictures in your book.
- If you have to guess, start with general categories and narrow it down to specifics (is it about a person? (yes) Is it a man? (yes). Then start guessing within a smaller grouping (is it John, Bob, Dad)?
- When you figure out the word, say it and continue the conversation
Information about INTERPRETERS in Maine and New Hampshire

An interpreter is a neutral third party with the requisite bilingual skills, training in the process of interpreting and knowledge of the content area in order to effectively facilitate communication between two or more parties who do not share a common language.

Types of Interpreters:
- Sign Language Interpreters (for people using American Sign Language)
- Deaf-Hearing Interpreters (for people using a more gestural form of sign language)
- Spoken or Foreign Language Interpreters (for people speaking other languages)

How to Find & How to Use SIGN LANGUAGE Interpreters:

Please Note: All sign language interpreters in Maine and New Hampshire must, by law, be licensed by the state. Write the name and license number of the interpreter in the client record in case the information is needed later or you would like to use that interpreter again. Report complaints to the State Licensure Board.

WHO DO I CALL TO FIND AN INTERPRETER?

New Hampshire:
- Northeast Deaf and Hard of Hearing Services: Interpreter Referrals
  57 Regional Drive., Concord, NH 03301   603.224.1850   TTY 603.224.0691
  or see
  www.ed.state.nh.us/education/doe/organization/adultlearning/VR/InterpreterDirectory.htm

Maine: Maine does not coordinate interpreters through one agency. Individual agencies include:

- ASL Interpreting Services, Etc. Inc. (Greater Bangor Area)
  862-5700 (V/TTY)   E-mail: aslis@roadrunner.com

- Bangor Interpreting Agency (Greater Bangor Area)
  862-4063 (TTY) 862-2947 (V/VP) 862-4027 (FAX)
  E-mail: bangorinterpreting@tds.net Web site: [www.bangorinterpreting.com](http://www.bangorinterpreting.com)

Download it, make it big, and keep it in your toolbox if you need a way to ask if someone needs an interpreter.
How to Find & How to Use SPOKEN or FOREIGN language Interpreters:

This symbol is used by some countries to indicate Foreign or Spoken Language Interpretation. To assist state workers to identify the language needed to be interpreted, Maine offers the sign at the end of this supplement. Download it at www.maine.gov/dhhs/oma/DHHS_Interpreter_Sign.doc

Please Note: Unlike Sign Language Interpreters, Maine and New Hampshire do not license Foreign Language Interpreters. Providers hiring interpreting services should inquire regarding qualifications and certifications in order to gauge interpreter quality.

New Hampshire:


Maine:

Centralized Statewide Interpreter Database, Language Access for New Americans (LANA)  
Phone: (207) 874-1000, x311  Fax: (207) 874-1007  
E-mail: dhersom@unitedwaygp.org  web site: http://www.lanamaine.org/
Individual Agencies:

Bangor Interpreting Agency (Greater Bangor Area)
phone: 862-2947  Fax: (207) 862-4027  E-mail: bangorinterpreting@tds.net

Hiddo Services Center (Greater Lewiston Area)
Phone: (207) 783-6666, (207) 344-5885  Fax: (207) 795-1111

The Language Exchange, Inc (Statewide)
Phone: (207) 772-0405, Toll free: 1-888-772-0405  Fax: (207) 221-1207
Email: language@maine.rr.com  Web site: www.immersionprograms.com

Maine State Interpreters (Statewide)
Phone Number: 207.450.6035
E-mail: mainestateinterpreters@hotmail.com  Website: www.mainestateinterpreters.com

New England Interpreter Services (Statewide)
Phone Number: 207.409.5514  E-mail: newengis@yahoo.com

RISinterpret (Statewide)
Phone: (207) 523-2700  E-mail: risinterpret@ccmaine.org

Smart Interpreters (Lewiston)
Phone: (207) 783-4744  Cell: (207) 740-5598  Fax: (207) 783-4644
E-mail: abdulle_abdullahi@yahoo.com

NATIONAL TELEPHONE INTERPRETING & TRANSLATING COMPANIES
(please note - this is only a partial list of companies out there)

Certified Languages International
Phone: 1-800-CALL-CLI (1-800-225-5254)  Fax: 1-800-362-2941
E-mail: sales@certifiedlanguages.com  Website: http://www.certifiedlanguages.com/

Choice Translating and Interpreting (CTI)
Phone/TTY: (704) 717-0043, toll-free: 1.888.721.2077  Fax: (704) 717-0046
Website: www.choicetranslating.com

Cyracom International, Inc.
Phone: 1-800-713-4950  E-mail: info@cyracom.com  Website: http://www.cyracom.com/

Language Line Services
Phone: 1-877-886-3885  E-mail: info@languageline.com  Website: www.languageline.com
**Conceptual Tips:**

1. Both the speaking people and the signing people are considered consumers of the interpreting service. The interpreter is not there for the deaf person, they are there for both parties to understand each other.

2. The positioning of the interpreter is important. Often if it is a one-on-one situation, the interpreter will sit next to you as the “speaker” so that the signing person can see both your facial and body expression as well as see the interpreter. In a group situation, interpreter position is often negotiated depending on the consumers. It is not unusual to have to rearrange seating so that all can see and hear.

3. There are different models of interpreting. In some cases, the interpreter will be interpreting at the same time you are talking (simultaneous interpretation) while in other cases, the interpreter will wait for you to finish a thought and then interpret it (consecutive interpretation). When interpreting is done consecutively, keep comments more brief, when interpreting is done simultaneously, pause more often.

4. Interpreters strive to be an “invisible” communication conduit. They are in the room but they are not in the conversation.

**Practical Tips:**

1. Look at the person you are speaking to, not the interpreter who may be voicing what the person said in English.

2. Interpreters use “first person” language, meaning when they say “I”, they mean the person they are signing/voicing for, not themselves.

3. Don’t say “tell him…” You are speaking directly to the person, not the interpreter.

4. Do not use third person language such as saying “she said” when referring to the person signing, you are speaking directly to the person. Say “you said”.
5. Speak slightly slower than usual and pause more often. The interpreter needs time to take what you said, change it into the other language, and then express that message. If the interpreter needs to, he or she will ask you to pause so that the complete message can be rendered.

6. If you are using an unusual or difficult name or word, say it then spell it out so that the interpreter can correctly fingerspell it to express it to the individuals in the room.

7. If you are asking a question through the interpreter, give the other party time to process the question and respond. Interpreted exchanges take longer.
THE MAINE DEPARTMENT OF HEALTH & HUMAN SERVICES
WANTS YOU TO KNOW THAT
YOU ARE ENTITLED TO A FREE INTERPRETER

Point to your language.
An interpreter will be provided at no cost.

Klikoni üi giubin që ju pérdorni.
Do t’ju japet nje perkthyes faltas.

Pokažite na vaš jezik.
Prevodilac će vam biti besplatno obezbeđen.

Indiquez la langue de votre choix.
Vous obtiendrez les services d’un interprète gratuitement.

Bitte zeigen Sie auf Ihre Muttersprache.
Ein Dolmetscher wird Ihnen kostenlos zur Verfügung gestellt.

Qhia yam lus koj bais.
Yuaw nhiaj lb tug neeg whals lus rau koj yam tsis
ua nuj ruf rau koj them.

The Maine Department of Health & Human Services
Wants You to Know That
You Are Entitled to a Free Interpreter

American Sign Language
Interpretation is available at no cost.

Russian
Укажите язык, на котором Вы говорите.
Вам будет бесплатно предоставлен переводчик.

Somali
Muuji luuqadaada.
Turjubaan aayad heeli doontaa adiga oo aan waxa bixin.

Spanish
Indique cuál es su idioma.
Le proporcionaremos el servicio de un intérprete sin costo alguno para usted.

Swahili
Onyesha lugha yako.
Utabia wa mtasirishaji hila malipo yoyote.

Tagalog
Ituro po ang inyong wika.
Isang tagasalin ang ipagkakaloob nang libre sa inyo.

Vietnamese
Hãy chỉ ra ngôn ngữ của quý vị.
Chúng tôi sẽ cung cấp một thông dịch viên miễn phí.
Battering is a system of tactics aimed at maintaining power and control over another person (these are examples for victims who have a hearing loss)

PHYSICAL VIOLENCE
- PUNCHING
- KICKING
- CHOKING
- PUSHING
- SLAPPING
- PULLING HAIR

* PHYSICALLY ATTACHING THE SEXUAL PARTS OF HER BODY
* TREATING HER LIKE A SEX OBJECT

SEXUAL VIOLENCE
- Joking with other people about sexuality. Grabbing her body from behind w/o warning, raping deaf because they won’t be able to tell what happened.

THREATS
- Threatens to tell Deaf community lies about him/her, threatens to cut all ties to deaf community or interpreters, threatens to take her to court.

USING CHILDREN
- Telling children mom is unfit because she is deaf, making children believe because she can’t hear, she can’t do anything right, making fun of mom who can’t speak well in front of children, telling her that because she is Deaf and he is hearing there is no way the courts would award her custody.

ECONOMIC
- Trying to keep him/her from getting or keeping a job. Making him/her ask for money, taking his/her paycheck, withholding money for needed treatments, appliances, batteries or devices.

EMOTIONAL
- Putting victim down or making victim feel bad about themselves because they are Deaf, making hurtful remarks about being Deaf or about their speech, playing mind games especially when it comes to things victim thinks they hear or doesn’t hear.

INTIMIDATION
- Breaking or preventing victims from using his/her assistive devices, hitting the victim’s ears, forcing a victim’s assistive device in his/her ear, increasing or decreasing the volume in hearing aid, shouting into victim’s hearing aid, injuring victim’s hands so they cannot communicate via sign language, forcing a victim to use speech.

MALE OR HEARING PRIVILEGE
- Uses deafness to prove abuser arguments- that abuser is always right, etc. (hearing husband), head of the household because abuser is hearing and victim is deaf so victim can’t do anything right, telling victim how lucky he/she is to have him/her and that he/she brings home the money and so on, refusing to sign or to learn sign language, using hearing to manipulate victim (not share with him/her what is being said, etc.), communicating with police officers because they are hearing.

ISOLATION
- Breaking visual contact in order to cease communication- ie, refusing to look at victim while signing, if the abuser knows sign language- refusing to communicate in sign, preventing a victim from signing, controlling/denying access to information such as captioned tv shows/news, telephone/TTY calls, preventing victims from making contact with Deaf community and/or interpreters.

Designed by Keri Darling DVAS (Deaf Vermonters Advocacy Services)