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PROUD DEAF!
AN ETHNOGRAPHIC STUDY
OF DEAF CULTURE IN A HIGH SCHOOL

by

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A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the Department of Learning Sciences and Educational Research
in the College of Community Innovation and Education
at the University of Central Florida
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ABSTRACT

The purpose of this ethnographic study was to examine the culture of students who are deaf and hard of hearing within the broader context of an inclusive high school, specifically as demonstrated through their learning experiences, socialization, and identity. The researcher gathered qualitative data in the form of observations, in-depth interviews, and participant video diary entries to gain insight into the shared cultural model of students who are deaf and hard of hearing. The data provided a holistic picture of cultural phenomena through the points of view of the subjects of the study. The description of the culture of this group of students may prove useful in shaping effective inclusive environments for students who are deaf and hard of hearing.

I dedicate this dissertation to my son, Tremaine Jameson Woods. I am so proud of the young man you are becoming.

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I would like to acknowledge my committee for all of their support, guidance, and encouragement throughout my doctoral journey: Dr. Suzanne Martin, Dr. Linda I. Rosa-Lugo, Dr. Martha Lue Stewart, and Dr. Judith Levin. Your varied expertise has influenced me greatly. Dr. Levin, your encouraging words helped me maintain my focus and provided motivation to produce my very best work. Dr. Lue Stewart, you have always pushed me to seek more depth and I cannot thank you enough for the inspiration you continue to provide. Dr. Rosa-Lugo, you have been my role model from the beginning of my teaching career; I know that I can always look to you for advice and that means so much. Finally, Dr. Martin, I know that I honestly would not be at this point without your vision. The experiences you have afforded me as a part of the National Urban Special Education Leadership Initiative are some of the most memorable and impactful moments of my professional and personal journey. I will always be grateful for being selected to work, learn, and grow among this community of scholars.

I would also like to recognize the high school learning community where this study took place, particularly the school principal, staffing specialist, and DHH teachers. As the cultural gatekeepers to this study, you were welcoming and supportive from receipt of my initial research request through the entire three months of site visits. The data reflected in this study would not have been possible to obtain without your support. It is my hope that you will find this dissertation to be a positive reflection of the overall culture of the school, as well as a useful perspective for future momentum as a cluster site for DHH students.

I am indebted to the DHH students who have taught me so much throughout my career. Your strength and your struggles inspire me and have been the motivation for this research. I will continue to learn from you and advocate for you.

Finally, my brother, Anthony Madalena; your experience led me to my passion. I became part of an amazing community and culture because of you. Your journey has inspired mine.

TABLE OF CONTENTS

LIST OF FIGURES	ix
LIST OF TABLES	x
CHAPTER 1: INTRODUCTION	1
Statement of the Problem.....	1
Purpose of the Study	1
Research Questions.....	2
Central Question	2
Sub-questions	2
Research Design.....	2
Definition of Terms.....	3
Limitations	7
Summary	8
CHAPTER 2: LITERATURE REVIEW	9
Introduction.....	9
History.....	9
Deaf Culture.....	11
Social Inclusion.....	12
Discussion	16
Summary	17
CHAPTER 3: METHODOLOGY	19
Research Design.....	19
Research Questions.....	20
Central Question	20
Sub-questions	20
Research Site.....	20
Informants	21
Role of the Researcher	22
Procedures	23
Data Collection	25
Interviews.....	26
Observations	26

Video Diaries	27
Data Analysis	27
Reliability & Validity	28
Limitations	29
CHAPTER 4: RESULTS	31
Research Questions	31
Central Question	31
Sub-questions	31
Participant Summary	31
Research Question Results.....	32
Research Sub-question 1	32
Research Sub-question 2.....	36
Research Sub-question 3.....	45
Central Question	50
Ethnographic Narrative.....	52
CHAPTER 5: DISCUSSION	56
Summary and Interpretation of Research Findings	56
Conclusions.....	59
Recommendations.....	60
Suggestions for Future Research	64
APPENDIX A: UCF IRB OUTCOME LETTER.....	65
APPENDIX B: SCHOOL DISTRICT RESEARCH REQUEST APPROVAL	68
APPENDIX C: PARENT CONSENT	70
APPENDIX D: STUDENT ASSENT SCRIPT.....	74
APPENDIX E: VIDEO DIARY APP INSTRUCTIONS	77
APPENDIX F: INTERVIEW PROTOCOL	80
APPENDIX G: OBSERVATION FIELD NOTES	82
APPENDIX H: BRACKETING	168
REFERENCES.....	172

LIST OF FIGURES

Figure 1. <i>Procedures</i>	25
Figure 2. <i>Research Sub-Question 1: What is the cultural identity embraced by DHH high school students</i>	35
Figure 3. <i>Research Sub-Question 2: What are the shared cultural practices of DHH students in a public high school?</i>	44
Figure 4. <i>Research Sub-Question 3: To what extent does Deaf culture manifest in a public school within the DHH high school culture?</i>	50
Figure 5. <i>Cultural Continuum</i>	60

LIST OF TABLES

Table 1. *Demographic Characteristics of Informants* 21

CHAPTER 1: INTRODUCTION

Statement of the Problem

Approximately 87% of students who are deaf or hard of hearing (DHH) currently spend at least part of their school day in a general education classroom (U.S. Department of Education, 2018). While the philosophy of inclusion is more and more common in today's schools as an alternative to self-contained or residential settings, there has been little attention to the unique social and cultural needs of DHH students that often serve as barriers to successful inclusion. The benefits of inclusion for DHH students include the ability to attend school close to home, lowering stigma and increasing opportunities for local social relationships to develop, and gaining exposure to spoken language and interactions with hearing peers; these are further enhanced through accessibility, universal design, and individual supports (Jokinen, 2018). Inclusion with hearing peers, however, does not necessarily promote relationships.

In addition, the majority of d/Deaf children are born to hearing parents, and thus have limited access to the Deaf culture and American Sign Language (ASL) unless they attend a residential school or engage with the Deaf community (Murray, De Meulder, & Delphine, 2018). In a public school setting, deaf students are more likely to identify with hearing cultural norms. Because development of a Deaf identity is influenced by both family and school variables, the lack of exposure to Deaf culture and other Deaf people have implications for how a d/Deaf child comes to view himself or herself (Leigh, Maxwell-McCaw, Bat-Chava, & Christiansen, 2009).

Purpose of the Study

This ethnographic study explores the culture of students who are deaf and hard of hearing and are educated at a cluster site. The researcher, as participant-observer, analyzed the language and cultural patterns associated with the social behavior of DHH students, as well as indications

of self-identity evidenced through these patterns. Ethnography can facilitate the understanding of social and cultural issues that impact this group of students. The goal of this study was to contribute to the literature on the impact of inclusion for students who are deaf and hard of hearing by providing their unique perspectives.

Research Questions

Central Question

What is the cultural model of DHH high school students who are immersed in the broader culture of a public school?

Sub-questions

1. What is the cultural identity embraced by DHH high school students?
2. What are the shared cultural practices of DHH students in a public high school?
3. To what extent does Deaf culture manifest in a public school within the DHH high school culture?

Research Design

According to Creswell and Poth (2018), a common characteristic of qualitative research is the focus on multiple perspectives on a topic and diverse views. Ethnography, in particular, seeks to understand these views through a cultural lens. A focused ethnography serves this purpose with regards to a discrete community in a specific context (Wall, 2015). The goal of this focused ethnographic study was to collect data representative of the Deaf culture, but also specific to the unique perspective of DHH high school students. Data were obtained through observation, documents, artifacts, and interviews with members of the target population in order to explore their construction of deafness within the broader context of a public school.

As an ethnographic study, the researcher assumed prolonged engagement with the informants and data collection procedures from all sources were recorded in detail. In order to ensure trustworthiness, the researcher conducted member-checks with all interview informants at the conclusion of each interview. Bracketing took place in order to clarify researcher bias. Interview data were triangulated with observational data and document and artifact analysis in order to ensure claims were supported by multiple data sources. Document and artifact analyses, including participant video journaling, was conducted upon completion of interviews and observations, which allowed for constant comparison; the researcher checked new data against previous data, intentionally seeking contradictions.

According to Trondman, Willis, and Lund (2018), ethnography is a vital tool that can be used to understand the culture of schooling. In this particular study, however, the emphasis was on a specific cultural group immersed in the majority school culture. Patterns across the sources of data, revealed from both the informants themselves and the interpretations of the researcher, resulted in a holistic cultural portrait of this minority cultural group (Creswell & Poth, 2019). Using a transformative framework, this research advocates improving educational outcomes for a marginalized population, specifically students who are deaf and hard of hearing. In addition, the design of this research within a critical theory approach aimed to highlight the ways in which deaf students identify within the culture of a public school.

Definition of Terms

A priori: In the coding process, a researcher may use pre-existing, or a priori codes to guide data analysis (Creswell & Poth, 2019).

American Sign Language (ASL): American Sign Language is a visual language used

predominantly by the deaf community in the United States and Canada. The language has its own grammatical structure, using the shape, movement, and location of the hands, as well as facial expression and other non-manual markers to convey information (National Association of the Deaf, 2019).

Bracketing: Specific to qualitative research, bracketing refers to the researcher's technique of setting aside personal beliefs and biases in order to impartially collect and analyze data throughout the study (Creswell & Poth, 2018).

Cluster site: Also referred to as cluster school or regional program, a cluster site consolidates services, both staff and resources, for students who are deaf and hard of hearing at a centrally located school within a district (Rabinsky, 2013).

Cochlear Implant (CI): A cochlear implant is a small, surgically implanted device that can help to provide sound to a person who is deaf or hard of hearing; while it does not restore normal hearing, it can assist with sound awareness and even speech perception (National Institute on Deafness and Other Communication Disorders, 2017).

Child of Deaf Adult (CODA): A hearing child with one or more Deaf parents.

Critical ethnography: By focusing on marginalized groups, this type of ethnography aims to advocate for the needs of the informants (Creswell & Poth, 2018).

Critical theory: In research, the goal of critical theory is understanding the order and relations of society (Creswell & Poth, 2018).

Culture: A culture can be defined by a set of learned behaviors shared by a group of people, including language, values, rules for behavior, and traditions (Padden & Humphries, 1988).

D/deaf: The uppercase Deaf refers to a group of people who share a language (ASL) and

culture, whereas the lowercase deaf refers to people who share the condition of hearing loss with no affiliation to Deaf culture (Padden & Humphries, 1988).

Deaf or Hard of Hearing Multilingual Learner (DML): The label DML, which is becoming increasingly applicable to DHH students in American schools, recognizes the cultural and linguistic diversity of a DHH student whose home language is not English or ASL (Cannon, Guardino, & Gallimore, 2016).

Educational interpreter: This individual provides communication access to DHH students in school settings; his/her role varies from student to student in terms of communication modalities used and degree of involvement in the classroom.

Emic: In ethnographic research, emic description includes the views of the informants themselves (Creswell & Poth, 2018).

Etic: Etic description refers to ethnographic research that incorporates the views of the researcher (Creswell & Poth, 2018).

Ethnography: As a form of qualitative research, ethnography has roots in cultural anthropology, with the aim of examining the patterns of shared behavior, beliefs, and language of a culture-sharing group (Creswell & Poth, 2018).

Focused ethnography: This type of ethnography involves episodic participation with and observation of a sub-culture within a discrete community or context (Wall, 2015).

Free Appropriate Public Education (FAPE): The Individuals with Disabilities Education Act (IDEA) guarantees that each child eligible for special education services is entitled to an education at public expense that is designed to meet the child's unique needs as dictated by the IEP (IDEA, 2004).

Gatekeeper: This person allows the researcher entry into the culture and sets boundaries for the study (Fetterman, 2010).

Inclusion: Students with disabilities are educated in the general education classroom and the environment is adapted to meet each students' needs. An inclusive environment encourages participation rather than just placement in the classroom.

Individual Education Program (IEP): This legal document, created annually for a student with disabilities who is receiving special education services, describes the present level of performance for the student in the areas of curriculum and learning, social-emotional behavior, independent functioning, communication, and/or transition. This document also outlines all necessary classroom and assessment-related supports received by the student (IDEA, 2004).

In vivo: This term refers to the researcher using the exact words of the informants in data collection, analysis, and reporting (Creswell & Poth, 2018).

Key informants: Participants who are well-informed, articulate, easily accessible, and tend to be more culturally-sensitive than others serve as key informants to the study (Fetterman, 2010).

Least Restrictive Environment (LRE): A component of IDEA, this clause implies that students with disabilities should be educated in the general education classroom to the maximum extent possible. LRE should be considered a principle that guides educational programming rather than a placement (IDEA, 2004).

Mainstreaming: Students with disabilities are educated in the general education classroom and are expected to adapt to the environment with minimal accommodations.

Participant-observer: A degree of engagement that is central to ethnographic research, this

refers to the researcher's dual role of both observing and participating in the cultural setting (Atkinson, 2015).

Reflexivity: The researcher demonstrates this quality by explicitly acknowledging the biases, values, and experiences he or she brings to the study (Creswell & Poth, 2018).

Simultaneous communication: Communication using both sign and spoken language simultaneously is often referred to as "Sim-Com" or sign-supported speech.

Student who is Deaf or Hard of Hearing (DHH): For the purposes of this study, a student who is deaf or hard of hearing refers to any student identified with a hearing loss and staffed into a program for DHH services, regardless of communication preference.

Support facilitation: A teacher certified in teaching students with exceptional needs provides services to an individual student or a small group of students with disabilities in the general education classroom, where the general education teacher provides instruction in course content (Florida Inclusion Network, 2013).

Transferability: A qualitative concept, the idea that the data from one study can transfer to another study or population, is supported by reliable data collection and analysis procedures (Creswell & Poth, 2018).

Transformative framework: Researchers with this worldview often have a social justice agenda, with the aim of raising consciousness of issues facing marginalized groups (Creswell & Poth, 2018).

Limitations

Given the nature of this ethnographic study, the researcher considers herself part of both the school community and the larger Deaf community. The researcher is generally accepted within the Deaf community, regularly attends regional and national events for the d/Deaf, has a

Deaf sibling, and communicates fluently in ASL. Due to the lack of fluent communication partners and language models many of the students in this study have both at home and at school, they tend to gravitate to and have a good rapport with the adults on the school campus who can sign, including the researcher/ethnographer. Thus, the researcher has detailed background knowledge of the students in the study that could have affected interpretations of the data obtained and any conclusions resulting from those interpretations. While bracketing was conducted prior to initiating this study, the researcher's dual roles may have impacted her positionality and must be considered throughout data collection and analysis.

Summary

This focused ethnography examined the culture of students who are deaf and hard of hearing within the broader context of a public high school, specifically as demonstrated through their learning experiences, socialization, and identity. The researcher gathered qualitative data in the form of observations, artifacts, documents, and in-depth interviews to gain insight into the shared cultural model of students who are deaf and hard of hearing. The data were reviewed in order to achieve a holistic picture of cultural phenomena and the point of view of the subjects of the study. The intent of this study was to accurately represent the culture of this group of students and how they construct their deafness, with an emphasis on the role of the school in defining that identity, in order to contribute to the literature on inclusive environments for students who are deaf and hard of hearing.

CHAPTER 2: LITERATURE REVIEW

Introduction

In review and critique of the research on the social inclusion of students who are deaf or hard of hearing (DHH), earlier reviews on this topic have examined the implementation and results of inclusion with DHH students, focusing on teacher preparation and student achievement, yet often overlooking the unique social and cultural needs of these students. As such, this literature review provides additional insight into the factors mediating the full inclusion of DHH students. The analytic focus on cultural identity provides another insight. This review analyzes how culture impacts the inclusion of DHH students. In addition, although numerous studies with DHH students have identified academic concerns regarding inclusion, little attention has been paid to other subjective quality of life measures such as communication, social interaction, and participation (Schick et al., 2013). This review addresses these issues by demonstrating how culture impacts the inclusion of DHH students.

History

Residential schools for the d/Deaf have been in place in the United States since 1817, with the purpose of providing DHH students education in an environment that was more understanding of the Deaf experience (Murray, De Meulder, & le Maire, 2018). However, legislative reforms such as the Individuals with Disabilities Education Improvement Act (IDEIA) and Every Student Succeeds Act (ESSA), which advocate for students with disabilities to be educated in the least restrictive environment (LRE), have led to the closure of many schools for the d/Deaf and d/Deaf bilingual programs across the United States (Alasim, 2018; Valente & Boldt, 2016). As such, approximately 87% percent of DHH students currently spend at least part

of their school day in a general education classroom (Luckner & Pierce, 2013). While programming and placement may vary, the inclusion of DHH students is now common practice.

The current trend towards full inclusion has roots in the civil rights movement. Skrtic (1995) notes that this was followed by two distinct periods of educational placement: the era of mainstreaming (1960-1980) and the era of inclusion (1980s to present). These terms are often used interchangeably, yet philosophically they represent different placements. While mainstream programs imply that the student will adapt to the environment, inclusive programs adapt the environment to the needs of the student (Slobodzian, 2011).

A fully inclusive environment for d/Deaf children is naturally provided in a school for the deaf. These programs provide DHH students with language and communication-rich environments, socialization, and cultural awareness for development of a positive self-concept (Murray, De Meulder, & le Maire, 2018). Rigid interpretation of the LRE clause, however, has neglected to recognize these issues related to the unique experience of being Deaf, with preference given to placement in a general education classroom over special programs. In fact, the National Association of the Deaf expressed concern that the elimination of a continuum of placements will ultimately deny needed services to many DHH students (Innes, 1994). Alasim (2018) also attributes this change in the education of DHH students to early identification and intervention of hearing loss, technological advancements, parental expectations, and financial pressures.

With this shift in placement patterns of deaf students from residential to public school programs, a variety of service delivery models have emerged. Within the current era of inclusion, two models predominate based on a continuum of services. A teacher of the d/Deaf will either push-in to the general education classroom or provide pull-out services in a resource

room setting. Push-in, which consists of the teacher of the d/Deaf working with the DHH student or students within the general education classroom, is an increasingly common inclusive service model across many school districts (Rabinsky, 2013). However, with few d/Deaf students dispersed within the larger student-body, a school district may centralize services, increasing the number of DHH students in a particular program (Slobodzian, 2011). Rabinsky (2013) cites several advantages to such clustering, including a school climate that naturally incorporates Deaf culture.

Deaf Culture

Educationally, DHH students are categorized as special education students, yet many advocacy groups argue that Deaf students constitute, instead, a cultural and linguistic minority (Jokinen, 2018). Indeed, the culture and language of Deaf people are often overlooked when addressing issues of student diversity and inclusion in schools (Golos, Moses, Roemen, & Cregan, 2018). Delpit (2006) might attribute this to the fact that Deaf students often do not ascribe to the “culture of power” within schools, differing in linguistic forms, communicative strategies, and presentation of self.

Deaf people share a language and a culture. Described by Padden and Humphries (1988), “the members of this group have inherited their sign language, use it as a primary means of communication among themselves, and hold a set of beliefs about themselves and their connection to the larger society” (p. 2). Some of the unique features of Deaf culture include a visual lifestyle, networking, and deep connections (The Deaf Community, 2019). Deaf people value sign language and utilize specific communication norms and behaviors, such as consistent eye contact, visual strategies to gain a person’s attention, and technology to overcome barriers. Bauman’s (2014) DeafSpace concepts recognize the importance of space, proximity, mobility,

light, color, and acoustics to further emphasize how the culture is built around these sensibilities. The culture is maintained and promoted through art forms such as storytelling, poetry, Deaf clubs, and school reunions.

Residential schools are the point of contact for Deaf culture. Students who attend residential schools become enculturated into the Deaf community (Slobodzian, 2011). A residential school for the d/Deaf has a comprehensive academic and socialization program for students who are deaf. Unlike mainstream schools, students do not depend on an educational interpreter, thus communication is much less of a barrier to social life or self-expression.

The issue of educational placement for DHH students is a very controversial topic in the Deaf community. Many Deaf individuals view the residential school as the main source for the transmission of their culture. The majority of d/Deaf children are born to hearing families and typically limited in access to the Deaf culture and sign language, thus the movement towards inclusion and least restrictive environment mandates are seen by those who are staunch Deaf advocates as a means of eroding that culture (Nikolarazi & Hadjidakou, 2006). However, there is a growing trend for all parents of DHH children to see the mainstream classroom as more challenging and a better source of preparation for the future than schools for the d/Deaf (Angelides & Aravi, 2007). The implications of either setting can affect the overall academic and social development of DHH students.

Social Inclusion

While the terms mainstream and inclusion do not represent the same setting or philosophy towards educational placement, this literature review recognizes that they are often used interchangeably. Thus, the terms used here will reflect how they are used by the authors of the referenced studies.

Looking at the experiences of DHH students in mainstream schools and schools for the deaf, Angelides and Aravi (2007) found that while greater opportunities for learning and a higher level of education are provided at mainstream schools, this academic advantage appears to come at the cost of socialization and culture. Students in mainstream programs experienced problems with regards to communication and alienation, which were seldom issues for students in special schools. These issues correspond to a survey study of DHH adolescents in Sweden by Olsson, Dag, and Kullberg (2018), who found that both DHH students and DHH students with additional disabilities who attended special schools reported being happier in school to a greater extent than similar students attending mainstream schools.

In contrast, Rabinsky (2013) described the positive social effects of mainstream schooling for DHH students, which allowed for greater opportunities for interaction with hearing students and teachers. In fact, in an interview study by Frank (2003), DHH students in mainstream schools stated that they had more opportunities to make friends than in residential schools, which often have a much smaller student body.

It is clear that that the social outcomes of mainstreaming vary for DHH students. Indeed, Slobodzian (2011) found that some DHH students socialized with hearing peers, some interacted more with teachers, and some reported feeling like outsiders, rarely being included in social events, and not being able to have conversations and make friends with other students.

While Most (2007) found that overall, DHH students who were mainstreamed experienced more feelings of isolation and loneliness, those with greater speech intelligibility experienced better social integration with their hearing peers. This particular study relied on self-report measures; notably more DHH children reported having a hearing friend than hearing children reported having a DHH friend, indicating that DHH children may not experience mutual

friendship. This could likely be due to the greater percentage of hearing students than DHH students. Even so, Marschark et al. (2012) found that DHH children's perceptions of social success were significantly affected by whether they had d/Deaf or hearing parents, use of sign language in parent-child communication, and school placement. Interestingly, this same study found that children with cochlear implants did not experience greater social success.

Conversely, Xie, Potmesil, and Peters (2014) found that children with cochlear implants experienced social success in inclusive settings, especially in one-on-one interactions. Analysis of the coping mechanisms used by DHH children to maintain interactions and relationships with hearing peers in inclusive educational settings indicated that girls tended to use assertiveness, advocating needs, and requesting repetition, while boys relied on excelling in sports to achieve positive peer status and acceptance into the dominant school culture. It is not clear how different this is from the interactions of any student trying to gain acceptance, and if ultimately this is simply a reflection of gender differences.

According to Erikson's (1950) theory of psychosocial development, there are eight life stages that are crucial to development, with emphasis on adolescence as a critical period. During the fifth stage of identity vs. role confusion between ages 12-18, there is a transition from childhood to adulthood where roles are explored and identity is formed based on the outcomes of those explorations. McKee (2008) observed that a strong Deaf identity contributed positively to self-esteem in Deaf adolescents and adults. While in a public school setting, DHH students are more likely to identify with hearing cultural norms. Yet, a qualitative study by Doherty (2012) found that a large proportion of DHH students in mainstream schools felt that they did not belong with hearing or Deaf people; these students experienced insecurity, isolation, and low self-esteem, and reported negative interactions with DHH peers due to differing values and

identities. An inclusive setting leads to more opportunities for interaction between hearing and deaf students, which may ultimately cause DHH students to reflect on their identities and experience conflict (Schick et al., 2013). Thus, Golos, Moses, Roemen, and Cregan (2018), highlighted the importance of connecting DHH students with other Deaf community members, regardless of whether they decided to participate in the Deaf or hearing world.

Another factor in the social inclusion of DHH students is the general education teacher's attitude, knowledge, and skills (Luckner & Pierce, 2013). Gibb, Tunbridge, Chua, and Frederickson (2007) found that teacher support positively impacted DHH students' social relationships. While this could be true for almost any student, for DHH students a positive student-teacher relationship had a significant effect on peer acceptance and hearing students' perceptions of DHH students (Alasim, 2018).

Eriks-Brophy & Whittingham (2013) found that teachers, even those with positive attitudes towards inclusion and confidence in their abilities, unknowingly direct significantly fewer questions to and require fewer utterances of DHH students when compared to hearing students in their classrooms. Teachers must be aware of the cultural and linguistic needs of DHH students to promote social inclusion. Jarvis and Iantaffi (2006) found that both practical and narrative approaches can be used to encourage a shift in teacher's perceptions about DHH students on a cognitive and an emotional level; these include wearing ear plugs, listening to simulated sound tracks of classroom talk, and reading about DHH student experiences. Recognizing and eliminating the decontextualizing rituals of school that insist on verbal mediation of actions, such as roll call, can also promote inclusion (Delpit, 2006).

The educational interpreter also often plays a unique role in the inclusive classroom with deaf students, with language mediation as the primary, yet not only responsibility. In fact,

Alasim (2018) found that the interpreter played a part in the lack of initiation of peer-to-peer contact between DHH and hearing students. Communication facilitated through an interpreter ultimately reduced spontaneous interactions between these two groups of students.

Discussion

Regardless of educational setting, it appears that d/Deaf children are part of the larger problem of the over-representation of language and cultural minority students in special education classes (Valente & Boldt, 2016). While the challenges of DHH students and other English Learners (ELs) are not identical, much can be said in favor of a bilingual-bicultural approach that recognizes the need for both English and ASL within an instructional setting for the Deaf. Contrary to one-size-fits all inclusion policies, this approach recognizes the responsibility of everyone in the school community in fostering communication across differences (Valente & Boldt, 2016).

Hehir and Katzman (2012) describe an effective inclusive school following a bilingual-bicultural approach, where deafness is viewed as another form of diversity and the native language, American Sign Language (ASL), is incorporated into education in the same way Spanish or another language might be. Similarly, Xie et al. (2014) found that co-enrollment programs consisting of classrooms with equivalent numbers of d/Deaf and hearing students, instructed by both a general education and special education teacher, benefitted both the academic achievement and social communication of all students involved.

While much of the literature supports the inclusion of DHH students in regular schools, primarily focusing on the academic benefits, there are also skeptics and critics who argue against inclusion for this low-incidence population. There are limitations to the social inclusion of DHH

students, which not only requires training in awareness of deafness and Deaf culture, but a shift in thinking from traditional classroom instruction and dominant cultural norms.

Notions of culture and disability are intertwined, and as the people of eighteenth century Martha's Vineyard demonstrated, it is possible to organize a culture where deafness does not isolate (McDermott & Varenne, 1996). In this small community where a hereditary form of deafness was common, the d/Deaf were thoroughly integrated into the community and the hearing were equally integrated into sign communication. In this community, as in school communities, the culture is reflected in how difference is noticed, identified, and made consequential.

Inclusion may not be the answer for every d/Deaf child, or for any child with a disability, however, it can serve as a flexible framework to guide program design for particular students and settings. As noted by Valente and Boldt (2016), d/Deaf children have the same potential for academic, social, and emotional well-being as their non-d/Deaf peers when they are provided full access to language, however, without the support of an appropriate educational setting, deaf children are still subject to poor educational and social outcomes.

Summary

The current literature substantiated the need for further investigation into the inclusion of DHH individuals from an ethnographic perspective. Questions regarding the culture of DHH adolescents attending a cluster school will contribute to our understanding of full inclusion. Through analysis of the perspectives and interactions of the adolescents in this study, themes emerged regarding the cultural characteristics of DHH students in an inclusive setting. This focused ethnographic study, exploring the culture of DHH students in a cluster school, offers

new insights into a minimally explored topic that is highly relevant to the current and likely future status of deaf education.

CHAPTER 3: METHODOLOGY

Research Design

Qualitative research presents the voices of participants through the reflexivity of the researcher in order to describe, interpret, and even transform the world in a situated context (Creswell & Poth, 2018). Participants are studied in a natural setting while the researcher is positioned as an active learner rather than an expert. These features of qualitative studies allow researchers to offer a dynamic and detailed perspective on the topic under investigation.

Ethnography is an approach to qualitative research focused on a culture-sharing group. In an ethnographic study, the researcher aims to explore the beliefs, language, behaviors, and issues facing the group. Ethnographic data collection methods focus on observations, informal conversations, and interviews with key informants of the cultural group to construct a cultural interpretation that suggests how the group works (Creswell & Poth, 2018). A focused ethnography follows this same aim and utilizes these same approaches to explore a culture framed within a discrete community or context (Wall, 2015).

The qualitative focused ethnographic study described in this chapter was an effort to explore the unique culture of students who are deaf and hard of hearing in a cluster school. In line with traditional educational ethnography, the focus was on the practices and processes of socialization and enculturation (Eisenhart, 2016). With the goal of understanding and potentially transforming the inclusive education of students who are deaf and hard of hearing, the researcher considers this a critical ethnography. This approach was the most appropriate design for addressing the research questions that guided this study.

Research Questions

Central Question

What is the cultural model of DHH high school students who are immersed in the broader culture of a public school?

Sub-questions

1. What is the cultural identity embraced by DHH high school students?
2. What are the shared cultural practices of DHH students in a public high school?
3. To what extent does Deaf culture manifest in a public school within the DHH high school culture?

Research Site

A description of the environment is important to contextualize this study. Reputational bias sampling was used to select the research site (Creswell & Poth, 2018). The target school's status as a large, urban high school cluster site for DHH students made for a rich environment for exploring the ethnographic research questions. The DHH program at this high school included 16 students in grades 9-12 who were enrolled in general education classes. The school provided audiological services, educational interpreting, and instructional accommodations to meet the wide range of individual communication, social-emotional, and curricular needs of DHH students.

Students in the DHH program received services from both general education teachers and the DHH teachers on campus. The school accommodated DHH students in general education classrooms through provision of the services specified within each student's Individualized Education Program (IEP). These accommodations included interpreting services, notetaking, preferential seating, extended time for assessments, and classroom amplification systems. The

teacher of the deaf then provided additional intervention through support facilitation, intensive language instruction, and Expanded Skills for DHH students, including instruction in self-advocacy, self-determination, and transition.

Informants

Purposeful sampling was used to select the informants for the study. All 16 informants (eight male, eight female) were students identified as having a hearing loss and receiving DHH services at the school. This was a very heterogeneous group of students in terms of etiology of deafness, home language, use of amplification, primary mode of communication, and academic achievement. Table 1 lists demographic characteristics of the informants.

Table 1. *Demographic Characteristics of Informants*

Informant	Grade	Gender	Primary Mode Communication	Amplification	Home language
S1	9	F	ASL	NA	English
S2	9	F	sign/speech	CI	English
S3	9	M	ASL	NA	ASL
S4	9	M	ASL	CI	Spanish
S5	9	M	sign/speech	bilateral aids	English
S6	9	F	ASL	CI	Spanish
S7	9	F	sign/speech	bilateral aids	Spanish
S8	9	M	ASL	CI	English
S9	10	F	sign/speech	CI	Spanish
S10	10	F	ASL	NA	Creole
S11	11	M	sign/speech	bilateral aids	English
S12	11	M	sign/speech	bilateral aids	Portuguese
S13	12	F	ASL	bilateral aids	ASL
S14	12	F	ASL	NA	ASL
S15	12	M	sign/speech	CI	English
S16	12	M	sign/speech	CI	English

This purposeful sample was then stratified through within-culture sampling based on cultural identity (Creswell & Poth, 2018). Described as a sample within a sample, this stratified purposeful sample illustrated the subgroups of Deaf, deaf, and hard of hearing students, in order to intentionally represent the larger population of students with hearing loss to which this study aims to generalize (Patton, 2001).

While Fetterman (2010) recommends a big net approach for ethnographers to determine the key informants of the group, the researcher's prior knowledge of the informants in this study allowed for criterion sampling for the interview process. Based on the researcher's perspective, the seven students chosen for interviews were representative of the DHH student culture under investigation and included at least one member from each of the stratified subgroups. To further represent this continuum, the sample included two deaf and hard of hearing multilingual learners, or DMLs, as well as three cochlear implant users.

Role of the Researcher

The researcher in this study is a hearing woman who has been involved in the Deaf community both personally and professionally for over 30 years. As the former teacher of many of the DHH students at the research site, the researcher had detailed background knowledge of many of the informants. Thus, the researcher considered herself part of both the school community and the larger Deaf community. Given the nature of this ethnographic study, she assumed prolonged engagement with the informants in order to fully immerse herself in the culture, with her role shifting between observer as participant and participant as observer. While a more active role was assumed in the participant as observer role, in both stances, rapport was been established and her status as observer/researcher was known to the informants (Ary, Jacobs, Sorenson Irvine, & Walker, 2019).

Procedures

Upon receiving Institutional Review Board approval from the University (see Appendix A) and the School District (see Appendix B) to conduct this study, the researcher met with the school principal and DHH teachers on campus. The principal served as the cultural gatekeeper, granting entry to the researcher and explaining the objectives of the study to the school staff (Fetterman, 2010). Ethnographic reconnaissance allowed for a preliminary examination of the high school site that guided further inquiry; as an ongoing fieldwork technique, this initially allowed the researcher to get oriented to the school campus and generate informal working documents (Wolcott, 2008).

The researcher met with all potential student informants in the DHH classroom, explaining the objectives of the study and providing them parental consent forms to take home (see Appendix C). Once returned, participant assent was obtained and assent forms were completed by the researcher (see Appendix D). The researcher conducted initial bracketing to identify and set aside any personal views and biases that could impact the study.

Once recruitment was complete, the researcher met with the informants who were asked to download a video diary app to their personal devices. The purpose and features of this app were explained to the informants, who were asked to record digital accounts of their school day as often as they wished, while still conforming to the personal device rules of the school campus (see Appendix E). In order to ensure that participants understood the format and content of a diary entry, the researcher showed a sample video diary of a DHH college student. These data provided digital artifacts which allowed the researcher to be co-present with the informants (Akemu & Abdelnour, 2018).

Once informants were debriefed on the purpose of the video diary, classroom observations began. Field notes were created from descriptive and reflective notes generated on-site; these *in vivo* notes included direct quotes from informants, detailing use of signs, gestures, and/or voice (Creswell & Poth, 2018). Observations were conducted throughout the school campus, including during mainstream academic courses and elective courses, during transitions, at lunch, during school events, and before and after school over a period of three months. The purpose of these observations was to capture the flow of events while focusing on the language, behavior, and interactions of the informants. The researcher/ethnographer shared her observations with informants and asked for feedback in order to validate her perceptions and further encourage the involvement of the informants in the study.

Within these observations, the researcher also took note of artifacts and tools that were present in the culture. While most cultures subscribe to unique food, clothing, and music, the possessions and artifacts of interest in this study included tools unique to the DHH students on campus. Examples of tools that were regularly used by the informants on the school campus, included captions, visual alarms, and personal amplification systems. These additional data supplemented the more interactive methods of data collection (Atkinson, 2015).

Individual interviews were conducted with seven DHH students regarding their identity, shared problems, and modes of communication. Interview questions were first tested with an expert panel to ensure both clarity and intent. Key informants for interviews were selected based on their leadership status among their DHH peers, while also ensuring a range of interviewees in terms of degree of hearing loss, multi-cultural status, and amplification use, in order to capture the perspectives of DHH students who were Deaf, deaf, and hard of hearing, DML, and CI-users. The researcher/ethnographer, who is fluent in ASL, conducted the interviews with the DHH

students in their preferred modes of communication. Interviews took place on the school campus one-on-one with the researcher during non-instructional time. Due to the manual-visual nature of ASL, interviews were video-recorded for accurate transcription and to allow for a flow of communication uninhibited by the researcher’s need to take notes. Member-checking was used to ensure the informants’ views were accurately captured by the researcher prior to concluding each interview. All collected data were de-identified, encrypted, and stored on the researcher’s password protected computer. These procedures are summarized in Figure 1.

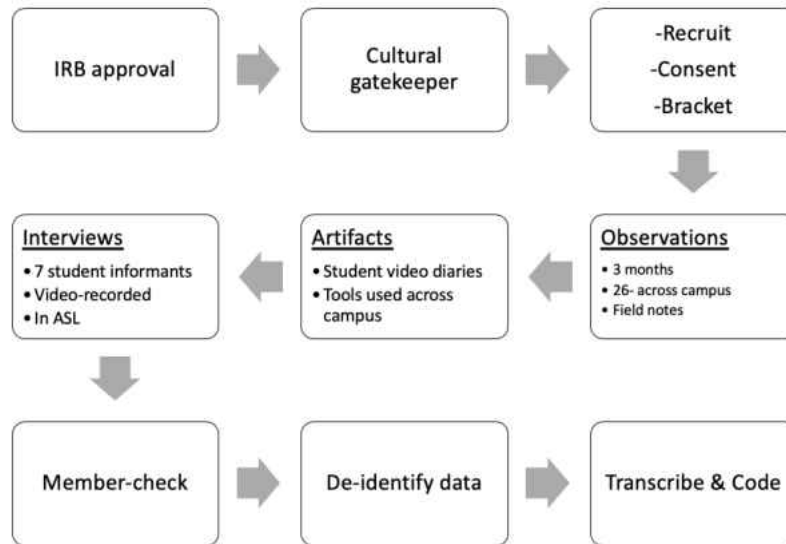


Figure 1. *Procedures*

Data Collection

In an ethnographic study, the researcher is the primary data collection instrument, entering and exploring one culture and then sharing his or her interpretations with the outside culture (Marshall & Rossman, 2016). As a focused ethnography, the researcher in this study engaged in episodic participation and observation over a three-month period (Wall, 2015).

Throughout the study, the researcher/ethnographer kept a reflective journal capturing her thoughts, questions, and insights. While this writing assisted the researcher with understanding and interpreting the perspectives and the culture under investigation, it also allowed for identification of personal biases that could impact those interpretations.

In an effort to explore their cultural and social identities in an inclusive school, DHH students were the focus of data collection. Ethnographic interviewing, consisting of semi-structured interviewing techniques, as well as participant observations in the natural school setting, participant video journaling, and artifact analysis were the chosen methods of data collection for this study.

Interviews

Interview data were obtained from seven DHH students regarding their espoused identity, school experiences, and cultural values. Descriptive questions, which targeted informants' language use, were intermixed with structural questions that helped contextualize information (Ary, Jacobs, Sorensen Irvine, & Walker, 2019). Specifically, students were asked how they identified and how they felt about their hearing losses, as well as to describe any positive and/or negative experiences with d/Deaf and/or hearing people. Contrast questions were used to clarify and explore meaning (see Appendix F). Students were interviewed in their preferred mode of communication by the researcher on the school campus.

Observations

Observational data of the informants were collected in both structured and unstructured settings across the school campus. These data revealed the behaviors and relationships of the DHH students in various settings. The researcher was looking to describe how the DHH students

function in each setting at an inclusive school, interactions with hearing peers and/or adults, and if the environment accommodated the needs of DHH students.

Within the general education classroom, the researcher recorded the behavior and interactions of students as field notes, particularly noting their level of engagement, the questions the students asked, and the overall classroom atmosphere (see Appendix G). Within these observations, the researcher noted commonly used tools and other artifacts representative of the culture. These observations were based on the theoretical framework of social constructivism, where the researcher constructed meaning in an ongoing, conscious, and social fashion by examining the language, behaviors, and resources of the DHH students within each setting.

Video Diaries

Finally, the researcher conducted an analysis of participant video diary entries. Video journal entries were selected and digitally submitted by individual students throughout the study. Student video entries were collected and analyzed for the purpose of identifying common themes. Both text and images that students used within their entries were analyzed. Initial analysis of the videos allowed the researcher to develop a coding scheme based on patterns across informants (Jewitt, 2012). These data provided additional insight into aspects of the informants' cultural affiliation and identity as well as their daily experiences in the natural school setting.

Data Analysis

Ethnography is not so heavily influenced by the data collection techniques, as by the sociocultural lens through which the data are interpreted (Ary et. al, 2019). Interview data were analyzed through video-recordings, as all interviews were be conducted in ASL and/or simultaneous communication. Data were transcribed and reviewed for common themes via a

priori coding of word/sign repetitions, events, and states. In a similar fashion, individual student video journal submissions were analyzed for patterns and significance. Given that culture is derived from what people do, field notes from observations were used to code for specific behaviors, including interactions and nonverbals such as facial expression, activities, communication strategies, meanings, and significance. Postural configurations were analyzed to further explore informants' relationships within the environment (Schefflin, 2008). Artifacts were coded for meaning, strategies, and symbols/names used. All data included codes for description of the culture, field issues, and interpretations (Creswell & Poth, 2018). In this way, both emic and etic data from all sources were used to create a cultural interpretation and generate themes.

In searching for patterned regularities among the triangulated data, the researcher compared the DHH student culture to the dominant high school culture. Connections were made between the DHH student culture under investigation and Deaf culture. Finally, true to an ethnographic study, the researcher personalized her interpretations of the research experience (Creswell & Poth, 2018).

Reliability & Validity

The researcher sought credible qualitative inquiry by using the language of the informants to describe their culture (Kurth et al., 2018). The researcher also engaged in member-checking, where her analyses were presented to the informants to verify her interpretations of both interview and observational data. This member-checking activity is especially critical when communication relies heavily on nonverbal cues and when the culture of the informants is unfamiliar to most (Abolafia, 2010).

Consequently, the personal pronoun, “I” is used to reflect the researcher’s involvement in the study and her resulting interpretations (Fusch, Fusch, & Ness, 2017). While prolonged engagement within the culture added to the rigor of the study, the researcher recognized that such ethnographic research is particularly susceptible to bias, and thus used bracketing to set aside personal views throughout the study (see Appendix H). Such reflexivity is of particular importance in focused ethnographies where the researcher has personal experience with the culture being studied (Wall, 2015).

Triangulation of findings ensured claims are supported by multiple data sources and assisted the researcher in reaching data saturation (Fusch et al., 2017). The researcher attempted to develop and interrelate themes from data sources through constant comparison (Creswell & Poth, 2018). In this process, new data were checked against previous data, with the researcher intentionally seeking contradictions.

In addition, the use of a stratified purposeful sampling approach lent credibility to the study (Patton, 2001). Identifying the key dimension of student identity, which likely influenced how culture manifested among the students, provided for a more accurate interpretation of the data collected when addressing the research questions.

Limitations

While the small sample size and heterogeneity of the informants in this study limits the generalizability of findings, the goal of qualitative research is more commonly transferability (Fusch et al., 2017). Due to the unique nature of this qualitative study, the ability to transfer the results to other DHH students in inclusive settings is not always apparent and is left to the determination of the reader (Marshall & Rossman, 2016).

While the digital artifacts submitted by the informants in the form of video journals provided rich emic data, the researcher relied on self-reporting to obtain this information. Such data were then limited by the choice of the students to participate and what they chose to capture in their journals. The possibility exists that those who desired to participate were somehow different than those who chose not to participate, and that the evidence submitted was then biased (Creswell & Poth, 2018).

A final significant limitation of this study, consistent with an ethnographic design, is the subjectivity of the data as viewed through the researcher's personal lens. While the researcher in this study engaged in reflection in order to mitigate bias, it was impossible for the researcher to completely separate herself from the research (Marshall & Rossman, 2016).

CHAPTER 4: RESULTS

Research Questions

Central Question

What is the cultural model of DHH high school students who are immersed in the broader culture of a public school?

Sub-questions

1. What is the cultural identity embraced by DHH high school students?
2. What are the shared cultural practices of DHH students in a public high school?
3. To what extent does Deaf culture manifest in a public school within the DHH high school culture?

Participant Summary

All 16 DHH students receiving inclusive education at the high school site participated in this study. In terms of student demographics, the participants included eight males and eight females, of whom seven were cochlear implant users and six were DMLs. In addition, three students were Deaf of Deaf, indicating their parents and often siblings and extended families were also Deaf. The sample included eight freshmen, two sophomores, two juniors, and four senior high school students.

All 16 students participated in the observations conducted over the course of the three-month study. Of the 26 observations completed, 15 were during an academic class, nine were during lunch time, one was of an in-school event, and one an after school activity. The academic courses observed included six core classes, seven electives, and two DHH Skills classes, where DHH students were self-contained in a resource room type setting taught by a teacher of the deaf.

Only five of the 16 students in the study chose to provide video diary entries. This was an optional activity for participants, and while the researcher was hopeful that the format of journaling through an app in ASL might entice students to participate, there were only 15 submissions over the course of the three-month study. Of the 15 submissions, ten were from the same student. The five participants in this component of the study included three males and two females, one of whom was a cochlear-implant user, one DML, and one Deaf of Deaf. The main participant of this component of the study was an 11th grade male, while the other participants included one sophomore and three freshmen.

The seven students selected for interviews included four females and three males. These students stood out as leaders among their DHH peers based on the researcher's observations and prior knowledge of the students; this was confirmed by the two DHH teachers and four of the interpreters on campus. These students were also purposely selected to represent the continuum of DHH students in terms of range of hearing loss, use of amplification, and multi-cultural status. Thus the interview participants consisted of three cochlear implants users, two DMLs, and two Deaf of Deaf. These students represented four freshmen, one sophomore, and two seniors. All interviews were conducted in ASL during non-instructional time on the school campus.

Research Question Results

Research Sub-question 1

What is the cultural identity embraced by DHH high school students?

Participant responses to interview questions indicated that overall, DHH students in this study defined themselves as Deaf. Regardless of their degree of hearing loss, all seven informants indicated pride in being Deaf. In one student's words, "It's great being Deaf!" Even students with milder hearing losses and those using cochlear implants felt similarly. For

example, one bilateral cochlear implant user stated, “I feel like I’m really hard of hearing, but I’m really myself deaf because I can’t hear, but I can use speech and I can hear with (gestures to CI).” Another CI-user confirmed, “My identity is I am proud to be Deaf. And whenever many people talk I can turn them off (gestures to CI).”

When asked to describe her culture, a DML student stated, “I describe would be both because my family is Mexican and I support them. And Deaf. I’m Deaf and my sister is Deaf and I support them. But I would like people to understand my culture and don’t have to make me choose one.” This concept of not having to choose is repeated in the thoughts of another student, “I guess I kind of get the best of both worlds because like it’s nice to be able to get into the ‘mainstream’ (uses air quotes) world and be able to interact with hearing people but at the same time it’s nice to go into a whole ‘nother culture of Deaf culture.”

Only the two students from Deaf families shared experiences within the local Deaf community, such as attending a Deaf Expo or hanging out with Deaf friends outside of school. However, another student shared that his favorite high school experience was taking a trip to Gallaudet University, the world’s only university designed specifically for DHH students, with the high school ASL Club. This student expressed amazement at how many other d/Deaf and hearing people he met there with whom he could communicate, “ASL sign a lot! Wow! That’s cool.” Comparing his current school with a place like Gallaudet, this student stated, “I liked Gallaudet than school because it was fun hanging out with d/Deaf people than here high school because sometimes people are not really social with d/Deaf. I don’t like that.”

Interestingly, three students indicated that they preferred to be with hearing friends than DHH friends at school. Reasons included other DHH friends being immature, wanting to teach hearing peers ASL, and wanting to be accepted. Overall, however, the majority of students

expressed that their friendships with hearing peers were rather superficial, “We meet and say hi and that’s it.” Describing the lack of connection she feels with hearing students, one student stated, “Sometimes the hearing are more like cold-hearted. Whenever you see each other in class, they are social, but they go with their own friends. Fine.” When asked to compare his hearing and deaf friendships, one student stated, “Both are fine, but some hearing are a little bit not my friends- I call them fake friends why because they talk about me. That’s called two-faced.”

Several students also stated a preference of inclusive classes over DHH classes, expressing a desire to be challenged and focus in class. “DHH class is more like distracting and you don’t really focus on your work, but mainstream class is more myself, on my own focusing.” This sentiment is expressed again by a student who had previously attended a residential school for the deaf. He compares the experiences, “I like the Deaf school because there’s more communication and socialization. But the education is not as good. Hearing is advanced, deaf is low level.” Another student who had experienced residential schooling shared his preference for public school, indicating the same notion of a more challenging academic environment, “More here why because more education and better I can go home, but I like dorm...education was easier.”

Based on my observations, two students emerged as very outgoing and social with hearing peers across campus; they were seen giving “high-fives” to random hearing students in the hallways and playing team sports in small groups of hearing peers in the gym. Yet in their interviews, both of these students expressed challenges, “It’s hard to communicate here and it’s awkward and it takes a long time,” and, “When they speak too fast I tell them to slow down.” One of these students had a hearing girlfriend at the school; when asked how they communicate, he stated, “She does signing and talk same time.” Even though he was notably popular among

both his hearing and deaf peers, he stated very pointedly, “I have a lot of friends but for me, they’re not my friends because I’m not interested with them. I’m focused on myself and my work and move on.”

Overall, the identity embraced by these informants was clear; they were proud to be Deaf and use ASL (see Figure 2). Yet, when asked to describe the culture of the school, in the words of one student, “the school is more of a hearing place, not Deaf.” In many ways, these students expressed ambivalence. They recognized that they were in an environment dominated by hearing culture and expressed varying degrees of comfort within that culture. Some were patient, “well, they accept Deaf why because they have many ASL classes, of course, but they’re still awkward with Deaf people and that’s fine because they’ve never met Deaf people before so that’s normal.” While others were frustrated, “I don’t like it here because class is boring, they put me in wrong class sometimes. Whatever. And the teachers speak too fast. The interpreter is behind and missing words. I raise my hand and ask repeat.”

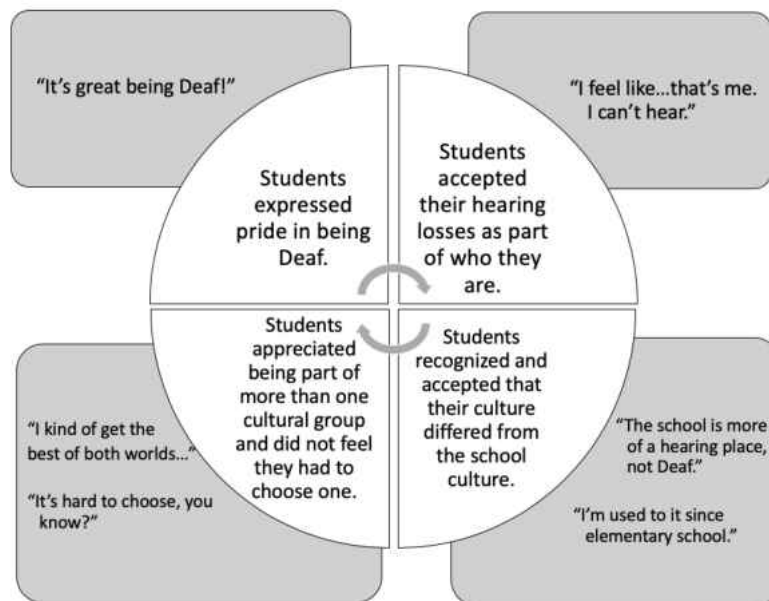


Figure 2. *Research Sub-Question 1: What is the cultural identity embraced by DHH high school students*

In general, most students expressed relative comfort and acceptance with being a DHH student in a public school, “I’m used to it since elementary school,” just as they accepted their deafness, “I feel like...that’s me. I can’t hear.” Yet while they identified as Deaf, they were ultimately connected with the hearing culture. Many of them recognized this and expressed conflict, “It’s hard to choose, you know?”

Research Sub-question 2

What are the shared cultural practices of DHH students in a public high school?

Observation of the DHH students in a variety of settings across the school campus revealed a number of shared cultural practices; these included language and communication strategies, use of tools and resources, and routine practices centered around their relationships with each other (see Figure 3). Obviously, their use of ASL was a commonality, yet interestingly some of the students with residual hearing chose to use simultaneous communication (Sim-Com) in the presence of hearing individuals who either did not know sign at all or were not fluent in ASL. They instinctively recognized this and would code switch between ASL and Sim-Com. For example, during one lunchtime observation, a group of four DHH students were sitting together in the DHH classroom; all were chatting in ASL. When interrupted by the Transition Specialist, who approached them without an interpreter and wanted to ask them some questions about employment, one of the students, apparently reading her lips, responded to her question using both sign and speech. He then used ASL to interpret the question for his DHH peer, and reported that student’s response using sign and speech. In this way, he was serving as an interpreter.

This experience was common to another student, who indicated in her interview that she is often used as an interpreter because she has some residual hearing and she can sign. She

shared, “Some of the deaf freshmen are fully deaf so when they joined Color Guard and they didn’t have an interpreter I had to interpret for them.” This idea of using both speech and sign appeared to be a commonality within the homes of these students, who indicated the need to use both with family members, “I kind of go back and forth.” When asked if anyone in his family could sign, another student reported, “No, only me. I tried to teach my family but no.”

Stemming from their use of alternative communication strategies in the home, students had developed a variety of shared communication strategies and tools at school. In the classroom environment, students were observed using various modes of amplification, from bilateral hearing aids to cochlear implants, in addition to the interpreter and other visual supports. In core academic classrooms, students relied heavily on the visuals used by the teacher. For example, in one English I classroom, students were in group competition. All five DHH freshmen were in the same group and each was highly attuned to board as the teacher marked group contributions to monitor the competition. In an Algebra II class, two DHH students appeared more attentive to the board than the interpreter as the teacher went through the steps of solving an equation. However, in another English III classroom, while the teacher read aloud from *The Crucible*, the three DHH students either watched the interpreter or put their heads down. When the teacher showed a clip of the movie that related to the section of text she had read, two of the students watched the movie, while the other continued with his head on his desk.

Such posture in class was relevant in several of the core academic classroom observations, including Liberal Arts Math and English, all with a heavy focus on lecture. In contrast, the Biology class had students moving from stations to complete a lab; DHH students were grouped with hearing students and the interpreter followed them from station to station.

Elective classes had similar engagement; in her interview, one student expressed her preference for Health/P.E. class, stating, “It’s more active and good vibes.”

An exception was the Intensive Reading elective, where again language and lecture dominated. In this particular observation, a DHH student went from leaning forward and texting on his phone at his desk to slouching with his head in his hands and elbows on the desk. Students were able to express reasons for this in their interviews, “I hate when the teacher talks and I just stare and they go on and on. Reading and English. But they’re good. I’m just patient,” “It’s also important to have interesting lectures because like if the lecture is really boring I tend to not be able to focus. If they have long lectures and give a lot of homework that for me doesn’t help me in any way,” and, “I don’t like lectures and being bored. I just look away from the interpreter and write.”

The pace of the classroom was another common issue; one student expressed, “If the teacher is talking fast and I miss something it’s a hard time.” Another student shared, “The teacher always talks too fast. I’m not used to it because in middle school, the teacher always taught one thing, the same thing all week. Here, she teaches for three days and then gives a quiz. It’s always something new and I don’t like it. I prefer slower pace.” One student shared his strategy for dealing with this frustration, “And the teachers speak too fast. The interpreter is behind and missing words. I raise my hand and ask repeat.”

Visual distractions were a common issue when students described their classroom environment. As one student described, “Some people, hearing or deaf, are signing and I’m distracted then the interpreter waves at me and I say, ‘sorry, excuse me.’” In an observation of independent work time in Health class, one DHH student chatting with his DHH peer suddenly interrupted her with, “Stop!” and went back to writing when he noticed a hearing student turn in

her work. In fact, one student preferred to be the only DHH student in her class, stating, “I don’t mind alone because that way I can focus on my work.” Further explaining her preference, she shared, “DHH class is more like distracting and you don’t really focus on your work, but mainstream class is more myself on my own focusing.”

Clearly, this desire to focus is impacted by the variety of visual stimulation, ultimately leading to fatigue. When asked to describe his classes one student expressed, “I feel like sometimes it’s fun and sometimes it’s boring, but it’s still good to focus on your work. But I don’t really like some students because they interrupt the teacher and start talking and I want to focus, and the teacher talks too much and I get tired. It makes me so tired and I feel sleepy. I sleep on the desk always.”

When communicating with hearing peers, students were observed signing directly with students and using the interpreter to facilitate communication, as well as writing and texting. The fact that the school offers three levels of ASL as a foreign language would seemingly encourage direct interactions, yet interestingly, in my observations of two ASL classes, only one hearing student attempted to converse with a DHH student in the class. When asked about this in their interviews, two DHH students confirmed that none of the students in their ASL classes made efforts to sign with them. The DHH students didn’t seem to mind, indicating that they liked the class, emphasizing, “It’s an easy grade!” They also seemed to enjoy being the experts in a class where pace was not an issue; one DHH student was even observed quietly laughing at a fingerspelling error made by a hearing peer.

In observations of other classes as well as lunch time, hearing students attempted brief conversations using basic ASL. For example, at the start of a very talkative Biology class, one hearing student asked a DHH student if she was fingerspelling her name correctly. There was

certainly hesitation, however. While the researcher and a DHH student were walking to the interview location, a hearing student approached and signed, “I like her shoes.” She was referring to the DHH student’s shoes, yet she was directing this to the researcher. Clearly she could sign, so the researcher told her to tell the DHH student herself. The hearing student was adamant that she couldn’t do this, yet she had actually just signed it very clearly. Another example of this lack of confidence in communicating occurred in Liberal Arts Math class, where a DHH student turned to watch the hearing student behind her get up to go to the back of the classroom to charge her phone. As she returned to her seat, the DHH student signed something to her and she just smiled, not indicating true comprehension. This same DHH student shared that she has a hearing friend who signs well but that this student asks her to slow down a lot when she is signing.

Regardless, DHH students seemed pleased that ASL was popular among their hearing peers. One DHH student stated a level of comfort it brought her as the only DHH student on the cross-country team, “On my cross-country team, when I first joined, I felt like I would be alone with no friends, but I found out that two girls on cross-country were both in ASL III. That’s wonderful because they can communicate with me so we became friends, and the two friends became more because everyone was curious about the new deaf girl and were interested.” The DHH students seemed to enjoy piquing the interest of their peers in this way. As one student stated with a laugh, “Most of my friends take ASL after they meet me.” When asked if he knew any students taking ASL classes, another DHH student stated, “Yeah, they’re learning and they ask me what’s the sign for... and I explain. On the bus, one girl wants to sign. She doesn’t have ASL class so I teach her on the bus.” Remarking at the number of students taking ASL classes, another DHH student happily offered, “Yes, and for no reason, kids come up to me in class. I

don't know them and it's nice to meet a lot of people. And sometimes I say, 'Hi I want to meet you,' and they don't understand me so I write."

Writing was indeed another common communication strategy; DHH students were observed both in class and at lunch exchanging handwritten notes and phones where they had typed a message. When asked what he does when he meets a hearing person who can't sign, one student stated, "The interpreter helps but mostly I write or text." Another DML student admitted to using this strategy, yet she expressed discomfort with using writing over signing, "Yes, write a lot. But if I don't know, I try my best to write a sentence, and then I'm relieved. If, for example, the hearing person doesn't know what I mean, I hesitate and ask the interpreter to tell them." Understanding what was written back presented an additional challenge. During an observation of a Health class, a hearing student typed something into her phone and showed the screen to a DHH student behind her. The DHH student looked at the phone and nodded back to the hearing student, feigning comprehension. When the hearing student turned back around, the DHH student asked a DHH peer next to her if he knew what the message had said.

Interactions with DHH students and their teachers primarily relied on the interpreter. Even with a teacher who several of the DHH students had expressed that they liked and who was observed to be very emotive, engaging, and encouraging, there was no clear direct communication. On one of the two observations of this particular teacher's English I class, she was greeting students at the door as they entered the classroom and asking them questions in order to determine where they would sit that day. The interpreter had not yet arrived. As she greeted one of the DHH students and verbally asked him if he finished the test yesterday, he looked at the researcher for clarification. She then pointed where he should sit while also asking a hearing peer to raise her hand to help direct him; he continued to look back at the researcher.

In another observation of this teacher with a different group of DHH students, she made gestures and even told the class to watch her “sign language.”

Although her attempts at communication were not always successful, this was one of the teachers who stood out with her use of corresponding communication strategies. This teacher repeatedly reminded hearing students to “speak up” because their words were being translated. She also looked directly at a DHH student when asking him a question and maintained eye contact as the interpreter voiced the student’s response. She frequently acknowledged wait time for the interpreter to translate and the DHH students’ time to process. In this way, the teacher showed recognition of the shared cultural practices of her DHH students, while also demonstrating awareness of the need to meet them with her own strategies to better facilitate their learning.

Beyond the academic environment, lunch interactions were varied. The school has two lunch periods, designated A Lunch and B Lunch. DHH students assigned A Lunch all congregated to the DHH classroom, where they sat at a circular table and chatted or used their phones, headphones, and/or computers. While a few hearing students also randomly used this classroom for their lunch period, there were no interactions between them.

This was a stark contrast to the B Lunch group of DHH students, who chose to eat outside with the general lunch crowd each day. Although they typically sat together at one table, they seemed more eager for interaction. In fact, two DHH students regularly ventured off to chat with hearing friends. When hearing peers would walk by, DHH students would engage briefly. For example, a DHH student ran after a group of three boys who had just passed their table. When she returned she stated they were her friends from the cross-country team. Another day, two DHH students got up to do a special handshake with a hearing student who was passing the

table. After eating at the “DHH table” one day, two of the students got up to join a group of three hearing students at another nearby table; one of the hearing students was able to sign.

Each Wednesday during both lunch periods the Best Buddies group hosted lunch; this large organization at the school encouraged friendships between students with and without disabilities. Of the nine lunchtime observations completed, four were during Best Buddy lunches. On only one occasion did the more secluded A Lunch group of DHH students attempt to participate. On this particular day, four of the five DHH students in A Lunch headed to the Buddy lunch area, yet only two ended up staying. One student sat with his hearing sister. The other sat with a hearing peer who ran over and asked her to join her using ASL, yet signing very slowly. The other two DHH students never sat down; one said she had to get her phone, the other followed, and they never returned.

In contrast, the B Lunch group regularly attended Buddy lunches; they typically sat clustered together in the center of the crowd, yet they did not have extensive interactions with the hearing peers around them. On one particular observation, the five DHH students chose to play Uno. They had notable variations on the typical rules for the game; knocking on the table when they had one card left instead of saying, “Uno,” and signing a word that represented a certain color instead of the actual color. For example, instead of signing red, a student signed, “devil.” As a participatory observer, the researcher had been asked to join the group and play; while I declined, during the game I asked one student why she could not use a certain card and she explained that they were playing by rules from the school for the deaf.

Shared memories were perhaps what bonded the group the most. At the start of DHH Skills class one day, all of the students were huddled around another peer’s computer. They were looking at a slideshow she had created of pictures from elementary school; the students,

who had basically grown up together, were pointing themselves out and discussing other DHH students in the pictures who had moved away but that they still kept in contact with.

Video diary entries were limited on demonstrating shared cultural practices beyond students' use of ASL and corresponding expression. Students tended to share exciting events in their lives such as birthdays, a holiday, and opportunities to attend special events. While all of the students shared interests in sports or music, none of them participated in the same activity. Two students submitted diaries on days that they reportedly missed school and stayed home due to being tired; this represented an overwhelming theme in all of the submissions. Beyond the typical explanation for a teenager being exhausted, with an early start to the school day and other obligations, my observations offer an additional rationale behind their fatigue; these students work hard at keeping up both personally and academically in this environment due to communication barriers.

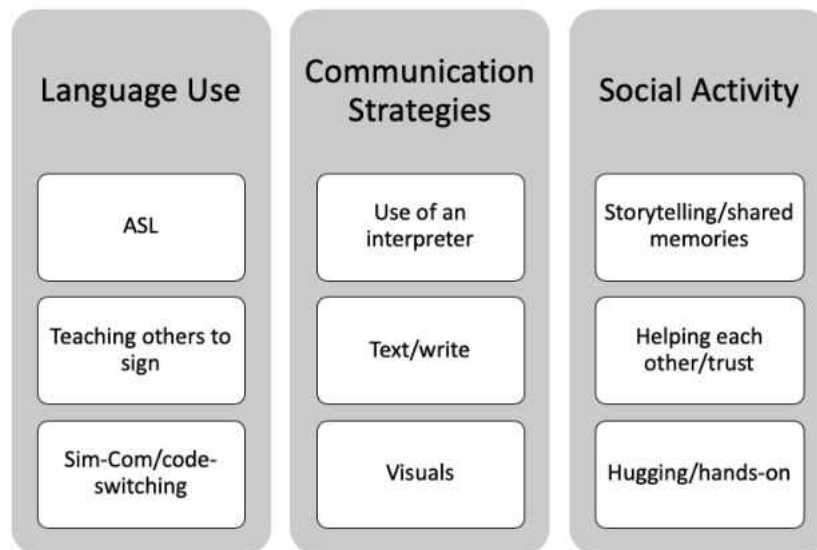


Figure 3. *Research Sub-Question 2: What are the shared cultural practices of DHH students in a public high school?*

Research Sub-question 3

To what extent does Deaf culture manifest in a public school within the DHH high school culture?

The students in this study proudly distinguished themselves as unique through their deafness and their language. It was indeed their value for ASL that was most prominent; this was seen in my observations, evident in their video diaries, and expressed in their interviews. The value placed on the language was apparent in a discussion with one informant about her educational experiences, where she describes starting in an oral program and then moving to a school that used a Total Communication approach. She was nine years old when she learned to sign and it changed her life; she emphasizes, “It makes communication easier.”

Not only did the students express the importance of their language in meeting their own communication needs, but they repeatedly referred to a desire to expand awareness of ASL among their hearing peers. When asked if he could change anything about the school he attends, a student immediately responded with, “More ASL classes. Next year they might add more for ASL IV.” Describing positive experiences with his hearing peers, another student added, “I like helping them learn sign.”

Even beyond the school environment, the students desired to teach others their language. One DML proudly described interacting with her nephew, “I’m teaching him to sign ‘I love you.’ Aww.” Another student shared that his best friend in his apartment complex, who was hearing, had joined the ASL Club at her school, “She’s really good!” He was also proud to share that his sister worked with d/Deaf people in college, “She has a Youtube of signing. I’m really happy. She’s not bad but a little bit mistakes and I help her.”

Deep connections that are so important to the Deaf community were apparent among the students. This was expressed by one student, “We grew up together a long time ago. Same friends.” Observations revealed the level of comfort these students had with each other. During one observation of a Buddy lunch, a DHH student could not locate her other DHH peers. She attempted to text them but her phone was dead. She asked the researcher to accompany her in line to get food, expressing that she was embarrassed because she didn’t know anyone. This was contradictory to a previous lunchtime observation where this same student was laughing and playing Uno with her DHH peers. The DHH Skills class appeared to be the one class each day where the students felt at complete ease; this small classroom, filled with all DHH students, a handful of interpreters, and a DHH teacher, presented no communication barriers.

The students looked out for each other both literally and figuratively. For example, a group of DHH peers stayed long after school to support the only DHH player on the football team. When asked what they do before the evening game, one DHH student described walking together to a local restaurant to grab something to eat; when the researcher noted that they had to cross a busy intersection to get there, the student explained that they relied on their DHH peer who had a good amount of residual hearing to alert them of any danger.

The fact that some DHH students served as interpreters for their DHH peers is another example of group cohesion and being mindful of each other. Upon entering the dark auditorium for an in-school performance of *Matilda*, one DHH student headed to the left. An adult at the entrance yelled after him to turn around. When she continued to yell, his DHH peer with some hearing raced after him to alert him of the direction. In the gym, a DHH student handed his phone to his DHH peer on the sidelines so he could play basketball. Such simple acts of kindness and trust were natural.

True to Deaf culture, many of the students in this study used technology to overcome communication barriers. Beyond personal amplification devices, most students had a phone within reach. DHH students were observed texting into phones and passing them to hearing students on more than one occasion. Unlike typical texting, the phone was exchanged rather than the phone number. Even within the DHH classroom, two students on their phones reported that they were texting each other. Indeed, a Deaf of Deaf student said this was common in his household; his mom frequently texted him to, “Come here!” from another room.

Phones were not just symbolic of social connection, but of identity affirmation as well. Two DHH students were observed taking “selfies” in Health before class started; another DHH student grabbed his DHH peer for a picture together at lunch.

Emphasis on the visual environment, whether through the configurations of their desks when given group work time or their postures when attending to the interpreter, was also noted. Students used visual attention-getting strategies and consistent eye-contact when engaging with others. Lack of eye-contact, then, was very indicative of their interest level. Certain teachers, and thus interpreters, received more consistent engagement than others.

Those teachers that stood out received sign names. Consistent with Deaf culture, the DHH students themselves created these names for their teachers and shared them amongst themselves. Typically, the names were characteristic of a certain physical attribute of the teacher or a behavioral trait that the students had picked up on. For example, when telling the researcher about her English teacher, one student fingerspelled the first three letters of the teacher’s name and then demonstrated making a period mark emphatically, explaining that this teacher always says, “Period!” Another student shared that her Reading teacher, whose last name was a very popular candy bar, had the sign name “candy.” However, in this case, the students reported that

the teacher introduced herself with that sign name on the first day of school. Because the school has been a cluster site for DHH students for many years, the researcher assumed that previous DHH students had given the teacher that sign name, which she then learned and shared with her students each year. This is a great example of not only how the DHH students show that they identify with Deaf culture, but also how Deaf culture has become intertwined with the school culture.

The students were skilled storytellers. Within the DHH classroom and at lunch they were observed sharing stories of things that had happened earlier in the day or over the weekend, as well as reminiscing about the past; these were often shared experiences that they laughed over. As one student stated, “I like social and chatting.” Indeed, their culture was evident in their social activities. Observing a lunchtime game of Uno, the researcher noted that heightened awareness of the visual was an advantage when one student laughed that he could see the color of his peer’s cards in the reflection of her glasses, whereas expressive nature was another student’s downfall when the look on his face gave away his card color to the others. Interestingly, the students’ version of Uno derived from the school for the deaf, which two of them had attended. The rules were changed in a way that highlighted the importance of senses beyond the auditory. Instead of saying “Uno,” they knocked on the table. Instead of signing “yellow,” they signed “sun.” These public school DHH students were using rules created at the school for the deaf, demonstrating transmission of the culture.

Five of the DHH students shared experiences within the Deaf community outside of school. Two of these students had Deaf families and were regularly involved in local Deaf events. One student had visited Gallaudet University, one had had attended a summer camp at the National Technical Institute for the Deaf (NTID), and one had attended a Deaf camp in

Alabama. While the two Deaf of Deaf students described these experiences as commonplace, the other three students were amazed at the number of other d/Deaf people they had met and expressed how happy they were that so many people knew ASL. True to Deaf culture, they formed lasting friendships; the student who had attended the Deaf camp in Alabama proudly showed the researcher his camp t-shirt which he was wearing that day and described meeting a new DHH friend, who was also from Florida.

Even with limited experience and exposure to the outside Deaf community, most students expressed awareness of the professional role of the educational interpreter. One student, a senior who is also attending the local community college through dual enrollment, shared,

Here at the high school, most of the interpreters compared to college, they aren't as professional. Sometimes they would show up late, sometimes they were on their phones, sometimes they just wouldn't sign. But at college they have like two interpreters for every class, so for 20-minutes one interpreter will sign everything and then they will switch and the other interpreter will sign, and they go back and forth.

One student expressed frustration at the lack of consistency, "Too much substitutes. Interpreter, sub, show up late, sub, sub. I don't like it. I want same, same, same. It makes me... make me grade behind." They also expressed awareness of how to advocate for themselves, "If they're lousy then I'll request a change. I've done it before here."

Overall, Deaf culture was evident in the students' value for ASL and use of specific communication norms, with a reliance on the visual world. The degree of their connections with each other and desire to meet others who are Deaf emulated the strong networking within the Deaf community. They were even observed participating in social activities that maintained

cultural traditions. Figure 4 shows the aspects of Deaf culture that were demonstrated in the culture of these DHH students.



Figure 4. *Research Sub-Question 3: To what extent does Deaf culture manifest in a public school within the DHH high school culture?*

Central Question

What is the cultural model of DHH high school students who are immersed in the broader culture of a public school?

The students in this study revealed a cultural portrait of DHH students who use ASL to communicate. They use this language to describe themselves, with the words, “Deaf,” and “proud Deaf,” used most frequently. The informants represented the continuum of student with hearing loss, yet regardless of being a CI user, a DML, or Deaf of Deaf, they ascribed to a Deaf identity. They also regularly used the acronym, “DHH” when referring to themselves as a group,

reflecting use of school-based terminology, and thus influence of the school culture.

Interestingly, one DHH student used the term “HC,” or handicapped, to refer to her DHH peers in a self-contained setting; while these students presented with multiple disabilities, in her view deafness was not one of them.

The shared cultural practices of this group of DHH students were not limited to their use of a common language. Their visual strategies, use of technology, and in-group socialization further embraced the norms of Deaf culture. A clear value was placed on not just ASL but closeness within the group. This group was not restricted to the students themselves. For example, one ASL teacher had known two of the DHH students since Pre-Kindergarten. One of the interpreters was also community-based and had worked with some of the students’ Deaf parents. Another interpreter attended church services with a student’s family and was well-known in the Deaf congregation. The Deaf community is small and tight-knit and this was reflected in the Deaf school community.

Students shared a common educational history and thus shared problems within that environment. Frequently cited as issues in a public school were communication difficulties, the pace of the classroom, and interpreting issues. Yet these students valued supporting each other; a DHH student with a CI, residual hearing, and intelligible speech was not outcasted, but instead recognized for his or her ability to facilitate communication. Another highly valued idea was expanding awareness of ASL, perhaps to alleviate some of the communication barriers that were so common.

The beliefs of this group of students centered around pride in their deafness. While they described challenges, not one student expressed feeling limited by the school environment. In

fact, the majority of informants shared that they appreciated the academic push that they believed they were receiving in a public school, and they recognized the need to focus as a priority.

Given the shared language and communication, practices, problems, values, and beliefs of these DHH students in an inclusive school, their culture is very much aligned with Deaf culture. The adolescents in this study self-identified as Deaf. In spite of the fact that most of them have not ventured out into the Deaf community yet, they appear to embrace many aspects of Deaf culture.

Ethnographic Narrative

The ethnographic methods used to answer the research questions allowed the researcher to generate a narrative providing an overall perspective on the culture of the students who were the focus of this study. The researcher was able to determine that the DHH students in this inclusive high school share features of a culture that is very much in harmony with Deaf culture. There is also a subtle influence and overall attitude of acceptance of the dominant school culture, however mis-aligned that might be with their actual communication preferences, values, and beliefs.

With a school population of approximately 3,000 students and 250 faculty and staff, the 16 DHH students were surprisingly well-represented across this large campus. While none of the staff at the school were d/Deaf themselves, there were a handful that belonged to the local Deaf community. The two DHH teachers and seven staff interpreters were familiar faces to students, hearing and deaf alike. The presence of ASL interpreters in a classroom, on the morning TV announcements, at the school performance of *Matilda*, or on the sidelines at a football game was commonplace. These norms demonstrated that DHH students were clearly accepted as part of the school community.

Moving beyond acceptance towards understanding was another step. The school built an extremely large ASL program, with three ASL teachers offering three levels of the course for high school credit to over 300 students. The linguistic and social significance of ASL for Deaf people was thus shared by many hearing students and teachers at the school.

However, acceptance and understanding were not displayed consistently. In only two of the six academic courses observed were DHH students called on to contribute to the lesson; those two instances were separate observations of the same teacher. Most teachers of core classes did not engage with the DHH students, or the interpreter for that matter. Elective classes showed a better participation rate with DHH student-teacher interaction in four out of seven classes observed, however, one of those interactions was student-initiated.

While the DHH students were not regularly called on to contribute in class, their participation was limited in other ways as well. In an observation of Color Guard class, the lesson involved interpreting music. Students were asked to move their bodies to the music and then describe the feelings it invoked. While the three DHH students in the class did play along, it was clear that this was a foreign concept to them. The teacher clearly did not consider use of colors and other visuals as possible ways to enhance this lesson for his DHH students. Even in the two ASL classes that were observed, both teachers neglected to sign at times and hearing students were not asked to sign for themselves. At the door of her classroom, one of the ASL teachers emphasized “voice-off,” to respect the Deaf experience, but she did not enforce this beyond the first ten minutes of class. Such issues did not go unacknowledged by the DHH teachers and interpreters, who had a conversation regarding the absurdity of an English teacher being upset by the fact that the students didn’t know what “warbling” was or that birds warbled.

Communication issues that were very apparent to the researcher did not seem to be recognized by most teachers and assumptions were common. Once it was established that the researcher could sign, she was asked to interpret on a variety of occasions. There did not seem to be conscious awareness of the role or presence of the interpreter, which presented as frustration. For example, in a reading class, the teacher stood lecturing directly in front of the interpreter who then made an annoyed face. During this same observation, a DHH student was called out of the room and the interpreter followed, leaving the other DHH student in the room without access to the continuing lecture. The lack of protocol for a situation like this presented a conflict for the interpreter and the students, yet the teacher did not appear to notice.

Lunch time offered students a choice of how and where to spend their time. While one lunch group of DHH students chose to physically seclude themselves by eating in the DHH classroom and the other group ate outdoors amongst their hearing peers, both groups technically separated themselves. The DHH students in both groups all claimed one table and rarely ventured from it. Even during Best Buddy lunches, most of the DHH-hearing student interactions were structured by adults. For example, one ASL teacher led two of her hearing ASL students to the table where DHH students were clustered and told them to introduce themselves. After initial greetings, the students walked away. This explains what many of the DHH students expressed in their interviews; while they were pleased that ASL was recognized at the school, they still felt a lack of connection with their hearing peers.

The DHH class was “home.” Students dropped off their lunches here in the mornings. They returned at lunchtime, greeting each other with long hugs, to chat and eat in a small circle. They laughed and joked like brothers and sisters, making up funny variations on sign names for each other and rehashing old memories. They gathered here at the end of the day for a very

unstructured class, where they were observed asking for help from interpreters and the DHH teacher without hesitation. These adults, too, seemed relaxed and comfortable; this was their community as well. When the final bell rang to end the school day, there was not the typical mad rush to exit the classroom. In fact, the researcher recalled wondering what time the buses left because students were lingering in the DHH classroom so long after the bell.

The Deaf community at the school was connected. DHH teachers, ASL teachers, and interpreters supported the students as strongly as they supported each other. In an observation of an after-school football game, four DHH peers and two community interpreters, as well as a Deaf parent, came out to support the only Deaf player on the team. They all knew each other by name and stayed out under the lights chatting well after the game had ended.

DHH students at this inclusive high school shared a cultural model that embraced many aspects of Deaf culture. They were extremely insightful in expressing their beliefs and identities as adolescents with hearing loss, many of whom had not yet even discovered the larger Deaf community. They shared practices and problems, as well as strategies and tools. They are connected through this shared culture.

CHAPTER 5: DISCUSSION

Summary and Interpretation of Research Findings

The students in this study shared a cultural model that revealed an affiliation with Deaf culture. Given that this was a cluster site, the school climate naturally incorporated elements of that culture. ASL was highly visible across the campus, teachers knew their sign names, and use of technology and visual supports were part of the daily routine. Yet, while Rabinsky (2013) found that educators praised the idea of DHH cluster sites, the perceptions of the students in this study place doubt on the overall effectiveness of this model.

A fully inclusive environment for DHH students would incorporate language, socialization, and cultural awareness. While the school in this study did attempt to emphasize the need for a communication-rich environment by providing ASL classes and an ASL Club for all students, as well as a team of interpreters and DHH teachers, the socialization opportunities described by the DHH students themselves were quite limited. Their cultural awareness, true to historical trends, stemmed from participation at the residential school for the deaf; reiterated by Murray, De Meulder, and le Maire (2018), the residential school is a crucial space for the development and transmission of both ASL and Deaf culture.

All of the informants in this study, even those who were functionally hard of hearing, described themselves as Deaf. Golos, Moses, Roemen, and Cregan (2018) noted that the dominant perspective surrounding DHH adolescents can greatly impact both how they perceive themselves and how they interact in the Deaf and hearing worlds. The fact that these 16 students were among a larger hearing culture of approximately 3,000 peers, and most of their home lives reinforced that hearing culture, did not appear to influence their identity development or self-confidence. Although identity issues are typically heightened among adolescents, this small

group of DHH students found enough similarity among themselves to positively influence their cultural identity. While perceptions of what it meant to be d/Deaf varied among those around them, they all declared pride in a shared cultural identity.

While identity issues were not readily apparent, the existence of a truly inclusive learning environment was. Similar to observations of Slobodzian (2011), the DHH students in this study experienced communication conflicts, issues with accommodations, and inconsistent expectations. For example, DHH students were observed signing to each other across the room during a teacher lecture without interference, yet hearing students whispering to each other were instructed to stop talking. A hearing student who was texting underneath her desk was told to put her phone away, while a DHH student sitting in the front of the room and viewing his phone, with no attempt to hide it, was overlooked. The pace of the classroom and interpreter lag time were not clearly recognized as potential issues by most teachers. In fact, across all 15 observations of academic environments, only one general education classroom teacher made a point of acknowledging the language difference and corresponding communication delay with DHH students. Antia, Stinson, and Gaustad (2002) propose that ignoring misbehavior, not holding students accountable, and misconceptions about DHH students' abilities all stem from teachers' lack of attachment to and understanding of this population of students.

It was meaningful communication that was so consequential for these DHH learners both inside and outside the classroom. Students described a variety of communication experiences, written, spoken, and signed, that all impacted their participation. The fact that DHH students were asked to contribute in less than half of the classroom observations in this study supports the findings of Eriks-Brophy and Whittingham (2013), where even the most well-intentioned teachers called on DHH students less frequently, thus projecting lower expectations. Alasim

(2018) explained the significance of collaboration between the teacher and interpreter to facilitate the participation of DHH students; while an interpreter was present in every class observed in this study except for ASL classes, there was limited communication between the teacher and the interpreter.

In spite of the apparent differences in teacher expectations, the DHH students did not seem to perceive a less challenging environment. In fact, several informants remarked on the academic advantage they felt they were receiving. Referring to his experience in public school as compared to his residential education, one student stated, “Hearing is advanced, deaf is low level.” This corresponds to the findings of Angelides and Aravi (2007), where students who had attended both types of schools reported a higher level of learning at a public school, while complaining about the quality of the education at a residential placement.

This academic advantage did appear to come at the cost of social advantage. While the social outcomes of the DHH students in this study varied, some shared negative experiences with their hearing peers. Contrary to the findings of Doherty (2012), however, none of the informants indicated resulting feelings of insecurity or low self-esteem. In contrast, they either retaliated or appeared to be unbothered by these experiences. For example, one DHH student shared, “They insult me and I insult them back,” while another just suggested shyness as a rationale for being neglected by her hearing peers. Excusing their ignorance, she offered, “they’ve never met deaf people before so that’s normal.” Regardless, these social conflicts did not result in identity conflict.

While studies have indicated that DHH students with intelligible speech and those with cochlear implants often experienced more social successes than their DHH peers who did not use amplification and relied solely on ASL for communication, that was not necessarily the case in

this study (Most, 2007; Xie, Potmesil, & Peters, 2014). While CI users and DHH students who used speech shared that they helped with communication by assuming the role of an interpreter, they were not observed to be more approachable by their hearing peers. Given the efforts of the school in promoting ASL, this was often the opposite. In fact, one such DHH student described her interactions with hearing friends, “Well they want me to sign because they want to improve signing, but I tend to go back and forth.” This aptly demonstrates the awareness of language and culture amongst both groups of students, as well as their subtle intertwining.

Conclusions

Culture is an enigma. When viewed on a continuum, from high to low context, the school in this study would be characterized as low context (eDynamic Learning, 2019). Classrooms were generally rule- and task-oriented, with knowledge viewed as transferable. Individuality was emphasized with the goal of accomplishing things on a given schedule. Relationships seemed compartmentalized, with brief opportunities during transitions for interpersonal connections.

In contrast, Deaf culture would certainly fall on the high context end of the spectrum. Similarity and shared experiences, as well as collective needs, are valued. The emphasis on implicit understandings, long-term relationships, and strong boundaries regarding acceptance in Deaf culture were all apparent in the analysis of the culture of the students in this study (see Figure 5).

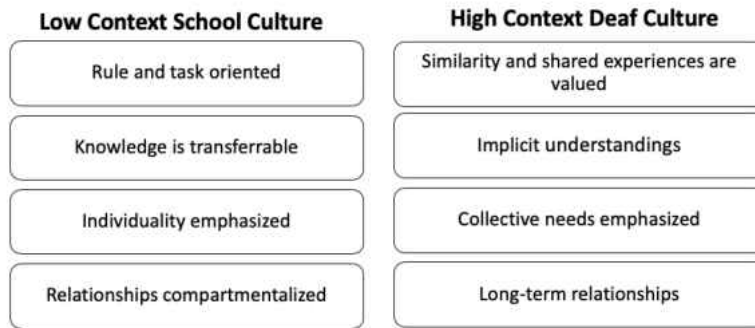


Figure 5. *Cultural Continuum*

Thus, this high-context pocket of Deaf culture among the DHH students existed within the low-context school culture. The DHH students in this study were clearly accustomed to learning in such an environment, naturally developing shared strategies for communication as they shifted between both high- and low-context cultures. While this did not appear to be as natural for them, there were some very visible attempts by outsiders to understand and even be involved in the culture of the DHH students at the school. This validates Groce (1985) who noted that the hearing world’s response to deafness is not always the same.

Recommendations

This ethnographic study revealed the shared culture of DHH high school students at a cluster site. In support of a multicultural education and relative to previous research with DHH students in inclusive settings, the results of this study indicate the need to better align the context of the general education setting with the linguistic and cultural needs of DHH students.

A multicultural education entails developing both pride in group membership as well as an understanding of others (Slobodzian, 2011). The school in this study made an authentic attempt at improving the participation and interaction between DHH and hearing students

through its ASL program. Yet Peterson (2009) notes that not only do the majority of introductory ASL students fail to distinguish ASL from English, but they are unaware that Deaf culture exists. Beyond recognition of the language, then, schools can promote Deaf culture through visibility of art forms such as storytelling, poetry, and performances.

Along with a cross-cultural learning experience, members of a culture should have the opportunity to learn about themselves. Some of the DHH students in this study had cultural connections through previous attendance at a school for the deaf, yet all school environments that serve DHH students can offer access to Deaf culture. Cultural and linguistic experiences in the classroom are not limited to incorporating ASL stories, having discussions about Deaf culture, and inviting Deaf adults as guest speakers (Golos, Moses, Roemen, & Cregan, 2018). As Cawthon et al. (2016) describe, role models, particularly those whose cultural identities match their mentees, provide unique contributions to the social capital of deaf youth.

Social capital, which recognizes the value of relationships and social networks, not only impacts identity formation, but it can facilitate inclusion and promote diversity (Byatt, 2019). The relationships between the DHH students in this study were their capital; trust and reciprocity were present. Yet their relationships outside of their cluster can be viewed through a liminality framework, where the DHH students were close to but not fully included with the dominant group of hearing students (Devine, Piatt, & Dawson, 2015). Allan, Smyth, I'Anson, and Mott (2009) described how students with and without disabilities achieved greater understanding of differences and solved obstacles to inclusion through guided discussion; such changes in perspective demonstrate how social capital can generate positive outcomes for all students.

Another important cultural consideration is the construction of the physical environment as DeafSpace; as Bauman (2014) highlights, these concepts promote community building, visual

language, and personal well-being and safety for those who are d/Deaf. With increased cultural sensitivity, the challenges that an environment presents for those with hearing loss can be altered to recognize d/Deaf experiences. This can often be as simple as rearranging classroom seating so that everyone can participate or adjusting lighting for clear visual communication, while also minimizing eyestrain.

In addition to addressing cultural, linguistic, and social inclusion, this study highlights the need to further address the academic inclusion of DHH students. While the students in this study held the perception that the academic rigor of an inclusive program is greater than that of a residential school, the researcher noted a disparity in the expectations for DHH and hearing students. There is a dire need for better teacher preparation in working with students with hearing loss.

The teacher of the d/Deaf has a unique role in educating other professionals about the needs of DHH students, yet there is also a need for stronger teacher preparation programs within deaf education. Teacher candidates should be prepared for a variety of models of service, as well as communication modalities. Specifically, DHH teacher training should focus on the complex needs of DML students, a growing population within the field. As noted by Cannon and Luckner (2016), these potentially multilingual students should have access and exposure to their home culture(s), Deaf culture, and hearing culture, and yet they often leave school without proficiency in even one language and/or understanding of one culture. Teacher preparation should consist of coursework, field experiences, and mentoring with a focus on DHH students from diverse backgrounds in order to improve outcomes for these students.

Administrators' and educators' knowledge, attitudes, and beliefs regarding inclusion of DHH students can be impacted through professional development. From understanding the

complex, professional role of the educational interpreter in facilitating communication and as a cultural broker, to high-impact teaching practices and building expectations with and for DHH students, regular discussions among school personnel on topics and issues pertinent to the education of students who are DHH can enhance teacher knowledge and ultimately student experience.

The needs of DHH students can further be addressed through implementation of specific Deaf Education competencies as part of general education teacher certification and educational leadership certification leading to a Deaf Education Endorsement. Competencies should address the unique academic and social needs of DHH students with a focus on awareness of ASL and Deaf culture. Suggested competencies are outlined as follows:

1. Knowledge of culture, including Deaf culture, as a factor in DHH students' learning
2. Awareness of communication modalities, including American Sign Language, used by DHH students
3. Understanding of learning environments and social interactions and their impacts on DHH students
4. Knowledge of instructional planning, strategies, and evidence-based practice in Deaf Education
5. Awareness of resources and technologies, including amplification options available to DHH students
6. Knowledge of literacy and assessment issues with DHH students
7. Understanding of professional learning including roles, responsibilities, and collaboration

These recommendations are made based on the perspectives of the students in this study, which revealed both areas of success as well as potential areas in need of restructuring within an inclusive setting, specifically a cluster site, for DHH students.

Suggestions for Future Research

The high school students in this study had a keen awareness of their identities as Deaf individuals. True to Erikson's (1950) stages of development, these adolescents were experiencing a critical period of identity formation. Replicating this study at elementary and middle school cluster sites for DHH students might further reveal how a student's Deaf identity develops. The perspectives of younger DHH students could reveal experiences that impact identity formation. Such follow-up studies may prove interesting in understanding cultural awareness and transmission among DHH students in public school settings.

APPENDIX A: UCF IRB OUTCOME LETTER



UNIVERSITY OF CENTRAL FLORIDA

Institutional Review Board
FWA00000351
IRB00001138Office of Research
12201 Research Parkway
Orlando, FL 32826-3246

APPROVAL

April 5, 2019

Dear Carrie Woods:

On 4/5/2019, the IRB reviewed the following submission:

Type of Review:	Initial Study
Title:	Exploring the Sub-Culture of Students who are Deaf and Hard of Hearing in an Inclusive School
Investigator:	Carrie Woods
IRB ID:	STUDY00000273
Funding:	None
Grant ID:	None
IND, IDE, or HDE:	None
Documents Reviewed:	<ul style="list-style-type: none"> • Interview Protocol, Category: Interview / Focus Questions; • observation tool, Category: Other; • student consent.pdf, Category: Consent Form; • Faculty Advisor Review- Dr. Martin, Category: Faculty Research Approval; • Protocol, Category: IRB Protocol; • assent script.pdf, Category: Consent Form;

In conducting this protocol, you are required to follow the requirements listed in the Investigator Manual (HRP-103), which can be found by navigating to the IRB Library within the IRB system.

If you have any questions, please contact the UCF IRB at 407-823-2901 or irb@ucf.edu. Please include your project title and IRB number in all correspondence with this office.

Sincerely,

Gillian Morien
Designated Reviewer



UNIVERSITY OF CENTRAL FLORIDA

Institutional Review Board
FWA00000351
IRB00001138Office of Research
12201 Research Parkway
Orlando, FL 32826-3246

APPROVAL

July 19, 2019

Dear Carrie Woods:

On 7/19/2019, the IRB reviewed the following submission:

Type of Review:	Modification / Update
Title:	Exploring the Sub-Culture of Students who are Deaf and Hard of Hearing in an Inclusive School
Investigator:	Carrie Woods
IRB ID:	MOD00000310
Funding:	None
Grant ID:	None
IND, IDE, or HDE:	None
Documents Reviewed:	<ul style="list-style-type: none"> • assent script.pdf, Category: Consent Form; • Protocol, Category: IRB Protocol; • student consent.pdf, Category: Consent Form; • Video diary app screenshot 1, Category: Other; • Video diary app screenshot 2, Category: Other; • Video diary app screenshot 3, Category: Other; • Video diary app screenshot 4, Category: Other; • Video diary app screenshot 5, Category: Other;

The IRB approved the protocol on 7/19/2019.

In conducting this protocol, you are required to follow the requirements listed in the Investigator Manual (HRP-103), which can be found by navigating to the IRB Library within the IRB system.

If you have any questions, please contact the UCF IRB at 407-823-2901 or irb@ucf.edu. Please include your project title and IRB number in all correspondence with this office.

Sincerely,

Gillian Morien
Designated Reviewer

APPENDIX B: SCHOOL DISTRICT RESEARCH REQUEST APPROVAL



**Research and
Evaluation**
Orange County Public Schools

**OCPS Application to Conduct Research
Research Notice of Approval**

Approval Date: July 22, 2019

Study ID Number: **803**

Expiration Date: July 21, 2020

Project Title: *Exploring the Sub-Culture of Students who are Deaf and Hard of Hearing in an Inclusive School*

Requester: Ms. Carrie Woods

Sponsoring Agency/Organization/Institutional Affiliation: University of Central Florida

Thank you for your request to conduct research in Orange County Public Schools. We have reviewed and approved your application. This *Research Notice of Approval (R-NOA)* expires one year after issue date, July 21, 2020.

Traditional schools:

- Boone High, Dusty Johns, dusty.johns@ocps.net

If you are interacting with OCPS staff or students, you may email the school-based or district-based administrators who have indicated interest in participating, including this notice as an attachment. After initial contact with applicable administrators, you may email any necessary staff included in your application. This approval notice does not obligate administrators, teachers, students, or families of students to participate in your research study/project; participation is entirely voluntary.

OCPS badges are required to enter any OCPS campus or building. Additionally, you are required to bring a copy of the R-NOA with you during research activities.

You are responsible for submitting a Change/Renewal Request Form to this department prior to implementing any changes to the currently approved protocol. If any problems or unexpected adverse reactions occur as a result of this study, you must notify this department immediately. Allow 45 days prior to the expiration date, if you intend to submit a Change/Renewal Request Form to extend your R-NOA date. Otherwise, submit the Executive Summary (along with the provided Cover Page) to conclude your research with OCPS and within 45 calendar days of the R-NOA expiration. Email the form/summary to research@ocps.net. All forms may be found at this [link](#).

Should you have questions, need assistance or wish to report an adverse event, please contact us at research@ocps.net or by phone at 407.317.3370.

Best wishes for your continued success,

Xiaogeng Sun, Ph.D.
Director of Research and Evaluation
xiaogeng.sun@ocps.net

2018.08.17

APPENDIX C: PARENT CONSENT



Title of research study: Exploring the Subculture of Students who are Deaf and Hard of Hearing in an Inclusive School

Investigator: Carrie Woods

How to Return this Consent Form:

You are provided with two copies of this consent form. If you give consent for your child to participate in the research, please sign one copy and return it to the Deaf and Hard of Hearing (DHH) teacher and keep the other copy for your records.

Key Information: The following is a short summary of this study to help you decide whether or not to be a part of this study. More detailed information is listed later on in this form.

Why is my child being invited to take part in a research study?

Your child is being invited to take part in a research study because he or she is a student who is deaf or hard of hearing at Boone High School in grades 9-12.

Why is this research being done?

The purpose of this research is to explore the shared sub-culture of students who are deaf and hard of hearing (DHH) who are educated in a mainstream school.

How long will the research last and what will my child need to do?

We expect that your child will be in this research study for the 2019-2020 school year. Your child may be observed participating in school activities that would occur regardless of research. Your child may be asked to participate in an interview with the DHH teacher regarding the school culture and Deaf culture. Your child will be asked to download a video diary app to his or her personal device and reflect on his or her school day as often as he or she wishes, yet limiting recordings to before or after school hours in order to conform to the personal device rules of the school campus.

More detailed information about the study procedures can be found under “What happens if I say yes, I want my child to be in this research?”

Is there any way being in this study could be bad for my child?

The risks to participation are minimal and do not exceed the risks associated with activities found in daily life.

Will being in this study help my child any way?

We cannot promise any benefits to your child or others from taking part in this research. However, possible benefits include greater deaf awareness on the school campus.

What happens if I do not want my child to be in this research?

Participation in research is completely voluntary. You can decide to have your child participate or not to participate. Your alternative to participating in this research study is to not participate.

Detailed Information: The following is more detailed information about this study in addition to the information listed above.

What should I know about a research study?

- Someone will explain this research study to you and your child.
- Whether or not you allow your child to take part is up to you.
- You can choose not to allow your child to take part.
- You can agree to allow your child to take part and later change your mind.
- Your decision will not be held against you or your child.
- You can ask all the questions you want before you decide.

Who can I talk to?

If you have questions, concerns, or complaints, or think the research has hurt your child, talk to the research team at: Carrie Woods, carrie.woods@ocps.net, or Dr. Suzanne Martin, suzanne.martin@ucf.edu.

This research has been reviewed and approved by an Institutional Review Board (“IRB”). You may talk to them at 407-823-2901 or irb@ucf.edu if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You have questions about your child’s rights as a research subject.
- You want to get information or provide input about this research.

How many people will be studied?

We expect approximately 30 people will be in this research study.

What happens if I say yes, I want my child to be in this research?

Your child will be expected to attend and participate in school as part of the daily routine, which will occur regardless of research, and the researcher may conduct observations on school campus over the course of the school year between 7:00AM and 7:00 PM.

Your child’s video diary submissions regarding deafness and deaf culture will be collected and analyzed for research purposes; these are not assignments and are optional for your student to create and submit.

Your child may be selected to participate in an interview mid-way through the study, which will take place in the DHH classroom and last approximately 45 minutes. Interviews will take place before school or during non-instructional time, such as lunch. Approximately 5 students will be selected at random to take part in interviews. Due to the visual nature of American Sign Language, interviews may be video recorded. If you do not want your child to be recorded, he or she will be able to be in the study. Discuss this with the researcher or a research team member.

If your child is recorded as part of this study, the recording will be kept in a locked, secure place. The recording will be erased or destroyed upon study completion. This study will be conducted throughout the school year.

What happens if I say yes, but I change my mind later?

You can choose to have your child leave the research at any time it will not be held against you or your child.

What happens to the information collected for the research?

Efforts will be made to limit the use and disclosure of your child's personal information to people who have a need to review this information. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the IRB and other representatives of this organization. Your child's information or samples that are collected as part of this research will not be used or distributed for future research studies, even if all of your child's identifiers are removed.

Your signature documents your permission for the named child to take part in this research.

Printed name of child

Signature of parent or individual legally authorized to consent to the child's general medical care

Date

Printed name of parent or individual legally authorized to consent to the child's general medical care

APPENDIX D: STUDENT ASSENT SCRIPT

ASSENT SCRIPT*

Project Title: Exploring the Subculture of Students who are DHH in an Inclusive School
Principal Investigator: Carrie Woods

If you have any questions about what I am telling you, you can ask me at any time.

I want to tell you about a research study I am doing. In this study, I want to find out more about how kids like you get along in a public school.

You are being asked to be in this because you are a deaf or hard of hearing student at Boone High School.

If it is okay with you, I will be observing you at school at different times and in different places on school campus throughout the year. You don't have to do anything differently than you would normally do at school.

I will also ask you to download a video diary app to your personal device. With this app you can record reflections of your school day and/or school experiences and submit the videos to me as often as you wish, but you must record these either before or after school hours in order to follow the personal device rules of the school campus. I will be looking at what you record and your opinions and feelings about deafness and Deaf culture. This is not an extra assignment, but only something you can participate in if you wish to do so.

I might also ask you to sit with me and answer some questions about how you feel about your deafness and about your school. This will take about 45 minutes and I will videotape the interview. You will be talking with me in the DHH classroom or somewhere quiet on the school campus. We will do this before school after your bus arrives or during a time when you are not in class, like lunch. If you get too tired or if it seems too silly just let me know. If you want to stop at any time, just tell me and we will stop.

You do not have to be in this study. It is totally up to you. You can say yes now and still change your mind later. All you have to do is tell me. No one will be mad at you if you change your mind.

Your parents/people taking care of you say it is okay for you to be in this study. If you have questions for me or for your parents you can ask them now or later.


Do you understand what I am saying and are you willing to participate in this study?

End of verbal script.

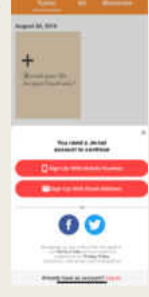
APPENDIX E: VIDEO DIARY APP INSTRUCTIONS

Video Diary App Instructions Presented to Students

Download the free Jernel App.

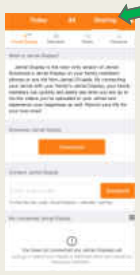
A screenshot of the Jernel app on the App Store. The app is titled "Jernel-Record your life for..." and has a 4.5-star rating. It is available for free. The screenshot shows the app's description, "What's New" section, and a "Preview" section with images of the app's interface.

Sign up with your phone number.

A screenshot of the Jernel app sign-up screen. It shows a "Sign up with your phone number" button and a "Sign up with email" button. There are also social media icons for Facebook and Twitter.

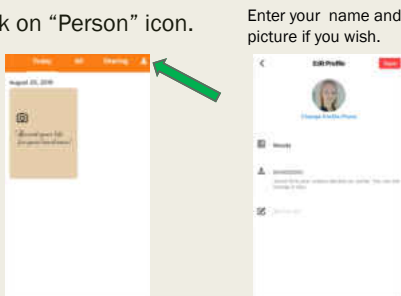
Click on "Sharing."

Enter Join Code: 836480


A screenshot of the Jernel app sharing screen. It shows a "Sharing" button and a "Join Code" field with the code "836480". There are also "Share" buttons for each section.

Click on "Person" icon.


Enter your name and a picture if you wish.

A screenshot of the Jernel app person profile screen. It shows a "Person" icon and a "Profile" section where users can enter their name and upload a picture. There are also "Share" buttons for each section.

Click on "Today" and start recording.

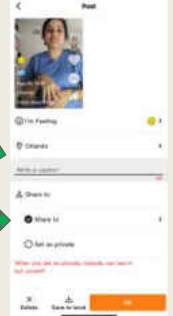
A screenshot of the Jernel app today screen. It shows a "Today" button and a "Record" button. There is also a "Share" button.

You can also click on "All" to see a calendar view.

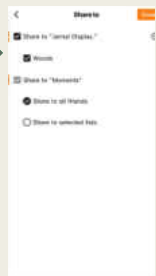
A screenshot of the Jernel app all screen. It shows a calendar view of the month of August 2018. There are also "Share" buttons for each section.

After you record or upload a video, you can caption it...

Then click on "Share to..."

A screenshot of the Jernel app post screen. It shows a video post with a caption field and a "Share to..." button. There are also "Share" buttons for each section.

Make sure you click "Share to Woods"

A screenshot of the Jernel app share to screen. It shows a "Share to" button and a list of sharing options, including "Share to Woods". There are also "Share" buttons for each section.

You may get a reminder from me to record.



Example video diary entry



APPENDIX F: INTERVIEW PROTOCOL

Interview Protocol

Data	Main question	Prompts & elicitations
Ice-breaker and background	Tell me about some of your hobbies/interests?	<ul style="list-style-type: none"> • Why do you like this activity? • How often/when do you do it? • How long have you been interested in/practicing... • Have you joined any extracurricular activities that match your interests? Why/why not?
Identity	How do you identify in terms of your hearing loss?	<ul style="list-style-type: none"> • Deaf, deaf, hard of hearing, none of these? • Family background • Home language/culture • Positive experiences • Negative experiences • How do you feel about being _____?
School culture	What is it like being a student here?	<ul style="list-style-type: none"> • Classroom experience • Interactions • Friends • Use of the interpreter
Cultural values	What's important to you at school?	<ul style="list-style-type: none"> • What do you like best at school? • What are things that you don't like at school?
Member-check	Paraphrase the key data and inferences 1. perceptions of identity –language to describe self/group 2. cultural values- practices, communication, problems Ask for a response.	

Other prompts and elicitations:

Tell me more about...

What did you mean by...?

Do you have any examples of...?

You sound....Is it correct that you feel...?

APPENDIX G: OBSERVATION FIELD NOTES

Observation 1

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening</u></p> <p>Lunch A S8, S4, and S3 sitting at one table chatting. S14 enters and S8 moves to another table to sit with her. Girls chat. S11 enters and sits alone. He works on his computer. SF Teacher sits at her desk and does work.</p> <p>Lunch B S16 sitting at table with interpreter. S17 moves to sit with me and we talk about my son, his classes, he wants a job at Foot Locker, etc. 2 hearing students sit at table by the door. Hearing kids joke with SF Teacher and interpreter- this is spoken. Transition specialist asks me to interpreter- S16 applied to Publix.</p>	<p><u>Thoughts</u> Large student body</p> <p><u>Questions</u> Many students absent- due to hurricane?</p> <p><u>Insights</u> All DHH eat lunch in SF Teacher's room.</p>

Date: 9/5/19

Time: 11:02 AM

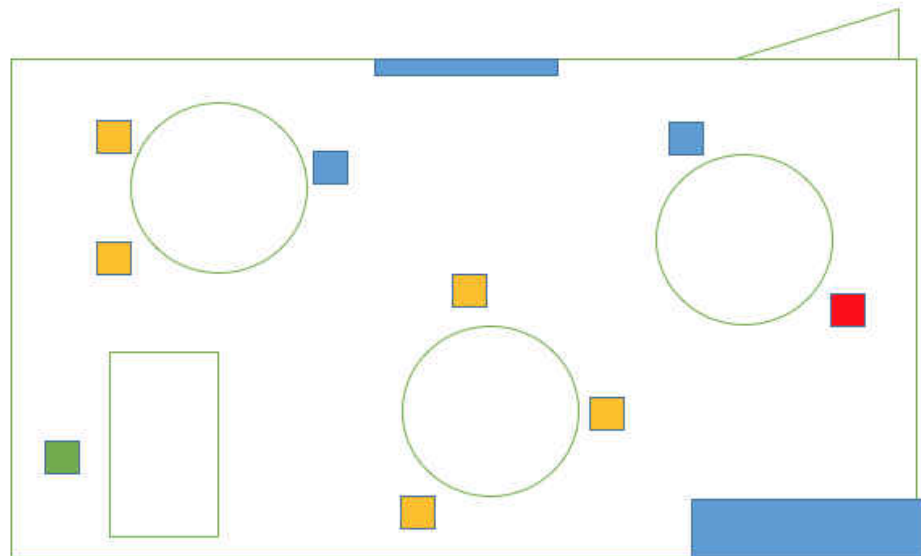
Location: DHH Classroom- SF/DHH Teacher

Participants: A Lunch: S4, S3, S14, S11, S8
B Lunch: S16

Key:

- DHH Student
- Hearing Student
- Teacher
- Interpreter
- Researcher

Physical Layout:



Observation 2

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening</u> ASL</p> <p>Friday is game day. Students are taking a Canvas quiz. 2 DHH students sit together. S9 helps S10 and checks her computer- she tells her what to do on the quiz. S9 uses signed English- "is" and the teacher corrects her. When the game begins S9 and S10 do not sit together in the circle. S10 laughs when a student signs "bathroom" instead of the letter "T," yet when a student uses her initial, "D" she said she thought it was "L." The next time a student calls, "D," S10 has big eyes but does not move her seat at first. Then she moves. The TV school news comes on at the end of the class period.</p>	<p><u>Thoughts</u> S9 helps S10 like a mom. S10 has less language ability. S9 uses Signed English. DHH students smile and seem happy in the class. The school news, which is recorded the day prior, has the interpreter in the top corner of the screen and the pledge is signed by a DHH student.</p> <p><u>Questions</u> How much sign does S10 know? Does S9 use her voice more or less in this class?</p> <p><u>Insights</u> DHH students still sit together but seem comfortable. No interpreter is present because it's an ASL class, however, none of the students sign for themselves when they make comments. Even the teacher forgets to sign when she is speaking at times.</p>


Date: 9/6/19


Time: 7:20 AM

Location: ASL- Teacher 2


Participants: S9, S10

Key:

 DHH Student

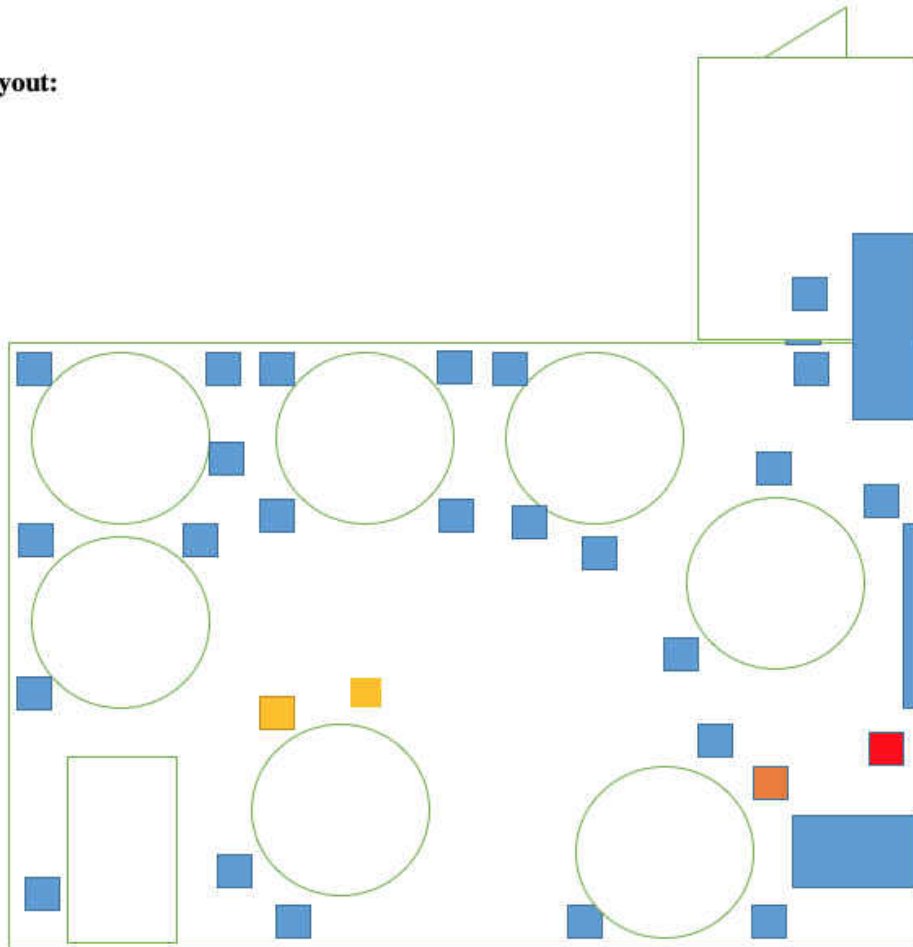
 Hearing Student

 Teacher

 Interpreter

 Researcher

Physical Layout:



Observation 3

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening</u></p> <p>Lunch A S14 enters with scrubs. JS8 sits with her. A self-contained DHH student sits with computer and food and does not interact. S3 chats with me. S4, S14, S8, and S3 all chat. S3 and S8 do not really want to use the app.</p> <p>Lunch B 5 DHH 9th graders come in just to say hi. I ask to join them outside. They tell me about clubs and sports. They like HS. 2 students (hearing) go around to tables to sell candy- they stop at the DHH table and point to the candy. S1 shakes her head no and smiles. They move on.</p>	<p><u>Thoughts</u> Students have own fridge in DHH class- encouraged to come there for lunch Students are so friendly to me</p> <p><u>Questions</u> Why do none of the hearing kids come to sit or chat? What is different about A and B lunch students' personalities or culturally that they make different lunch choices?</p> <p><u>Insights</u> B lunch students are much more social with hearing students- still sit together but sit outside and 3 leave to go chat with hearing friends. S12 sits outside but alone or with his twin- not with deaf or hearing students.</p>

Date: 9/11/19

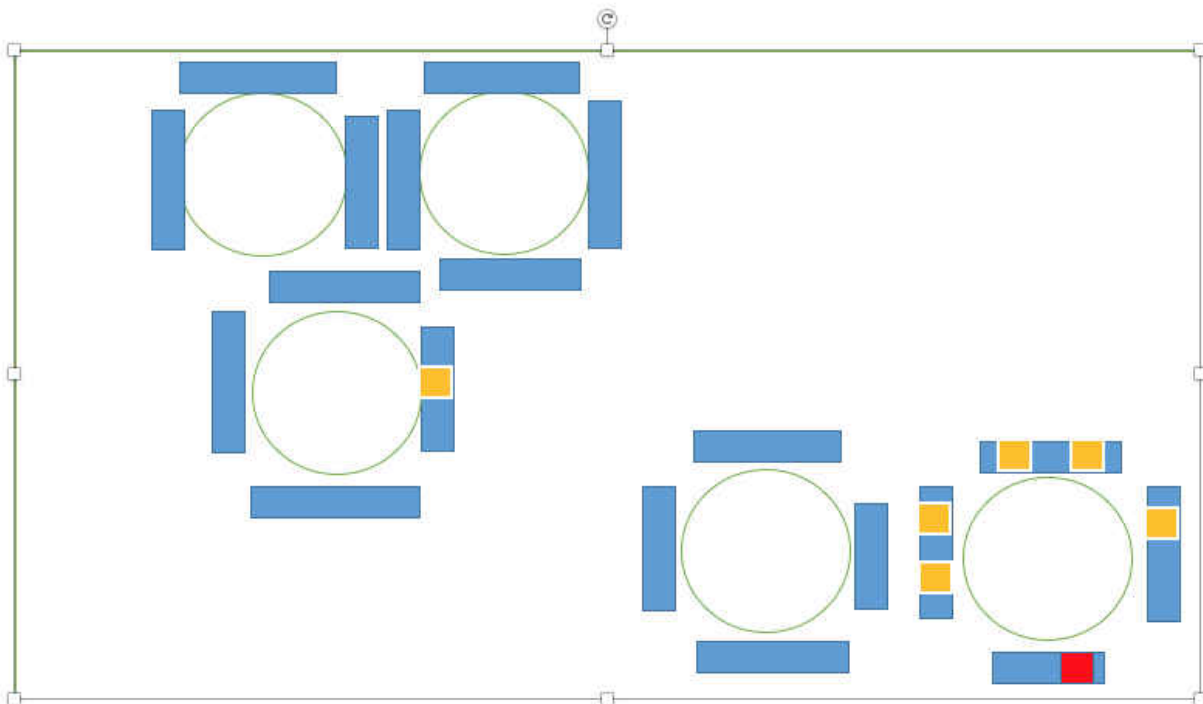
Time: 10:22 AM

Location: Lunches A & B

Participants: A: S8, S14, S3, S4
B: S1, S2, S5, S8, S6

- Key:**
- DHH Student
 - Hearing Student
 - Teacher
 - Interpreter
 - Researcher

Physical Layout: (outdoors)



Observation 4

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> HOPE class</p> <p>I entered and introduced myself to Teacher 4. She asked if I was the interpreter before I started. She welcomed me and gave me a chair. I sat in the back and S8, S6, and S5 arrived and said hello. I told them I was glad they had told me where this class was because it was far!</p> <p>The interpreter arrived. S1 and JS2 arrived. S8 and S6 took a selfie. The DHH students chat with each other before class begins. S8 says something to a hearing student in front of her and the hearing student shrugs. The teacher lectures and all students are attentive at first. The teacher asks if students know what integrity means. S1 shakes her head no. There is the typical language lag through the interpreter. S8 and S6 start to get distracted. S8 looks down at his phone. S6 plays with her shoe. The other 3 are still very engaged. The discussion is about mental health and what qualities one would like in a life partner. The teacher directs the students to page 64 in the book and all students open the book and turn to the page- the teacher continues to talk while the DHH students are looking at the book and the interpreter continues to sign.</p> <p>S6 and S8 work together. S2 and S1 work together a little bit. S5 works alone. S6 asks me for help. She tells me to come over to her seat so she can show me the question. I interpret and explain. S6 asks me how to spell eye contact.</p> <p>The teacher is taking attendance and asks if S6 is here. The interpreter says yes. Then the teacher asks which one is S5? It is already one</p>	<p><u>Thoughts</u> S8 and S6 are the ones I would expect to be distracted from what I know of them. S6 still struggles with language. S6 felt comfortable asking me for help. Students speaking English and Spanish along with DHH using ASL- many languages! S1 is so mature and aware of her environment- catching the birthday poster in print and acknowledging the teacher's birthday. She also posed a question to the teacher in the same manner a hearing student did.</p> <p><u>Questions</u> Why do some of the DHH students direct their questions to the teacher and others don't? Is the teacher aware of her body language and lag time for interpreting?</p> <p><u>Insights</u> Only 2 interactions with hearing students- S6 says something to a hearing student in front of her and she shrugs, a student is texting something into the phone to for S6 to read. I believe S6 initiated both of these interactions. DHH students only chat with each other. 4 lines of questioning- DHH to DHH, DHH to me, DHH to interpreter, DHH to teacher.</p>

month into the year and she specifically asks 2 of the DHH student names.

Hearing students are speaking Spanish.

S1 gets up to ask the teacher a question about number 4. The teacher looks at the interpreter as she voices the explanation. Her body is also facing the interpreter. The student is facing the teacher but looking at the interpreter.

S8 asks the interpreter a question. S6 asks S8 for help. There appear to be 4 lines of questioning- DHH to DHH student, DHH to me, DHH to interpreter, and DHH to teacher. A hearing student gets up to ask the teacher a question- this is the way S1 asked her question demonstrating she knows the routine.

S8 raises his hand and the interpreter voices his question as the teacher responds. S6 continues to ask S8 questions. S1 has a purple scrunchi and S8 wants it, S1 starts to get up to give it to him but he tells her to throw it, which she does. 4 of the students chat, but S5 continues to work. The interpreter and the teacher chat.

S6 talks to S8 and S8 notices a hearing student turn in their work up front so he tells S6 to stop!

S6 raises her hand to ask for help with #10 and the interpreter signs the question and explains.

The teacher walks around the room and comments on students' crackers and ask others how they are doing. She does not direct any questions to the DHH students.

S1 asks to go to the bathroom. The interpreter takes the keys to unlock it and another hearing student follows them. The interpreter returns. Then S1 returns alone, not with the hearing student suggesting they did not interact at all.

S6 starts a conversation with S8 and S8 looks to see if I'm watching. I caught S6 sign the word "date."

The teacher leaves the room briefly. When HF returns she ask the interpreter if it's Teacher 4's birthday. The interpreter says she doesn't know. S1 says she saw a poster that said Happy Birthda, Teacher 12! When the teacher returns, S1 waves to her and signs Happy Birthday. The teacher looks at the interpreter and then back to S1 and says oh, thank you!

As I finish watching this interaction, I see a hearing student turned around and typing something into S6's phone. I'm not sure who initiated this interaction or what it was about. The student gives the phone to S6 and S6 reads it and nods. Then when the hearing student turns back to her work, she asks S8 if he knows what it said? S8 says yes, boy.

S5 is done with his work. S1 and S2 chat with him and ask him questions.

The teacher announces, "Hey guys, for the quiz next week..." but only 3 of the DHH students are looking.

When the bell rings, I thank Coach for letting me observe and say I will be back for a dress out day.

Date: 9/12/19

Time: 8:20 AM

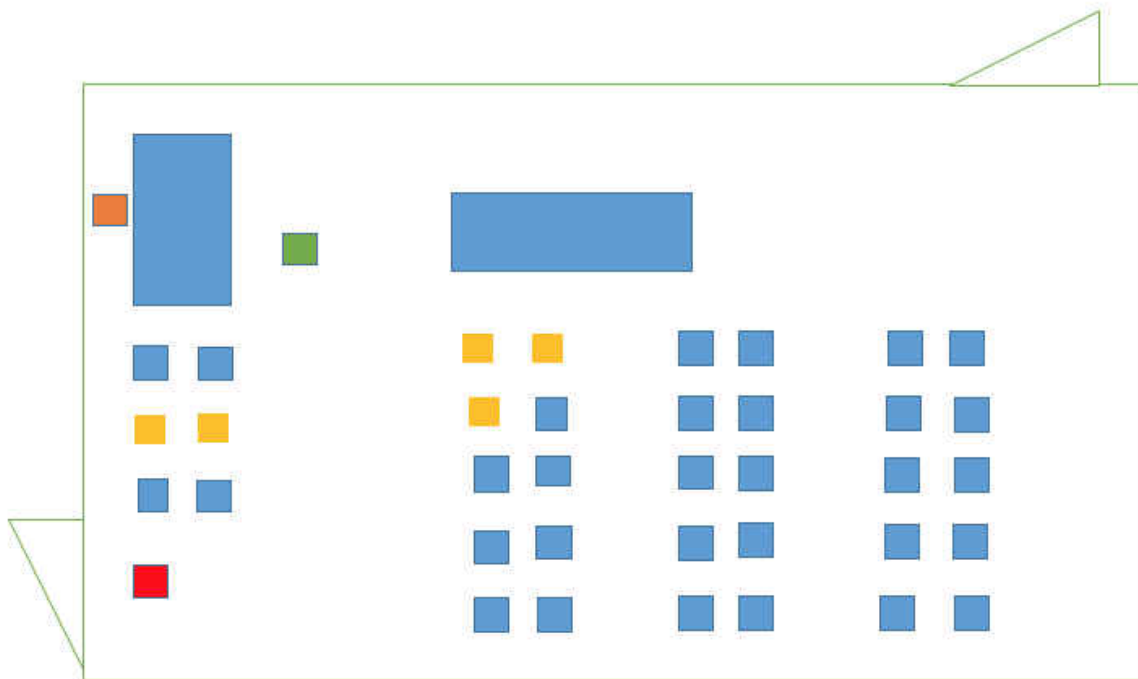
Location: HOPE- Teacher 4

Participants: S8, S6, S5, S1, S2

Key:

- DHH Student**
- Hearing Student**
- Teacher**
- Interpreter**
- Researcher**

Physical Layout:



Observation 5

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p data-bbox="203 380 529 447"><u>What is happening</u> Freshman Football Game</p> <p data-bbox="203 489 829 741">When I arrived, I was waved down by S8, and 2 other former DHH students- one was S3's brother. They were chatting with the interpreters. I asked S3's brother about middle school. I asked the other student about work and school. She asked me about my son. I spoke with interpreter about work and the students.</p> <p data-bbox="203 783 829 1182">S3 is number 67. He waved from the field. He was with the interpreter on the field. S3 went in and interpreter walked along the sidelines. S3 missed a catch and came back out. He was upset and signed to S8 from the fence. S8 went up to the fence by some hearing girls and seemed fine to talk among them; they were staring at the signing. I saw a hearing football player sign "QB" to S3. Another interpreter who just came to watch went onto the field and greeted S3. They chatted.</p> <p data-bbox="203 1224 829 1476">S3's mom arrived and she was happy to see the adults who came to support her son. She asked me about colleges for her boys and told me about her daughter's teacher. She showed me pictures of the kids and said she doesn't want S3 to get his driver's license yet. We chatted for a long time.</p> <p data-bbox="203 1518 829 1623">I said goodbye to everyone and we all hugged. I told S8 I will come to one of his color guard events.</p>	<p data-bbox="857 380 1252 527"><u>Thoughts</u> Proud of TV Great to see everyone Interpreters are very dedicated</p> <p data-bbox="857 569 1382 674"><u>Questions</u> Did the coach have the players learn any common signs for on the field?</p> <p data-bbox="857 716 1312 821"><u>Insights</u> One hearing player signed with TV Interpreter is on the sidelines</p>

- Key:**
- DHH Student
 - Hearing Student
 - Teacher
 - Interpreter
 - Researcher

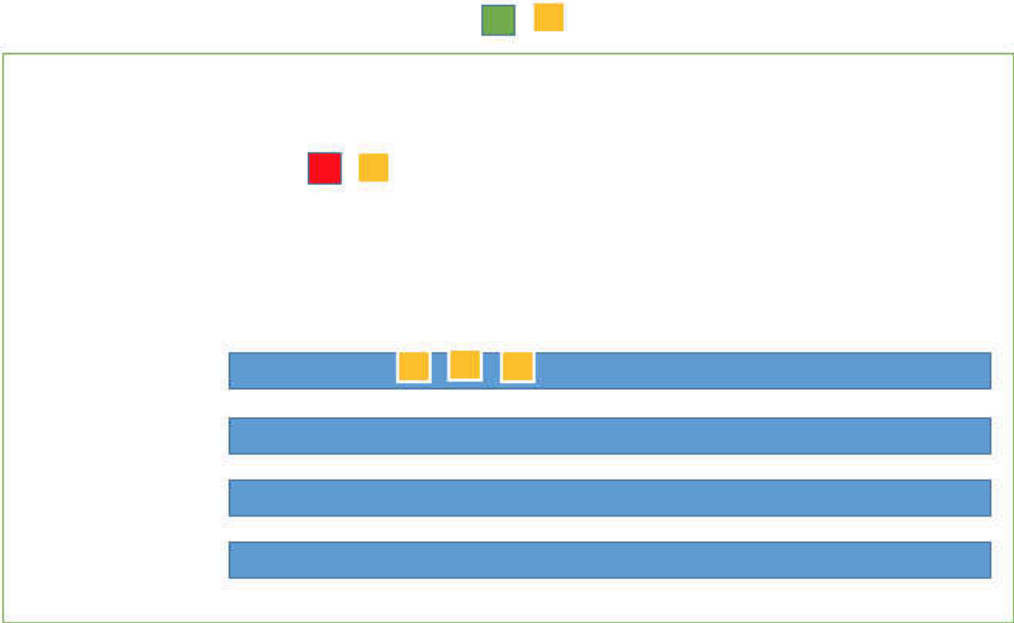
Date: 9/12/19

Time: 6:00 PM

Location: Boone Football Field

Participants: S3, S8

Physical Layout:



Observation 6

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> Algebra 2</p> <p>S11 and S12 (S12 absent at beginning of class). Before class, S11 is the first to arrive. We chat in the hall before the teacher comes out to let students in. He tells me about his family and how he likes senior year. S11 uses FM, teacher uses mic. Interpreter explains that she interprets for S11 and he relies on FM also.</p> <p>S11 works diligently on bellwork. He does not look up. Teacher also uses amplification system. S11 looks at interpreter and board and looks down- not solely focused on interpreter. Interpreter stops signing when S11 is looking down.</p> <p>Teacher describes graphing at the board while talking and facing the board. The interpreter signs and S11 looks at board. He looks at the interpreter at the end of the explanation and nods to indicate his understanding. He looks down at his own paper to verify his work matches the teacher's at the board and then glances again back at the interpreter as the teacher talks. He has a large triangular visual field from teacher/board to interpreter to his desk.</p> <p>S11 yawns and leans back with his arms across his chest during the teacher's explanation. S11 erases his personal white board as the other students do- he knows the routine of the classroom. A student asks to go to the bathroom and the teacher fusses at him for not asking earlier; the interpreter does not sign this and S11 is busy getting his materials out.</p> <p>The lesson is on systems of inequalities. The teacher marks key vocabulary at the board- great visual strategy for DHH. She uses symbols and</p>	<p><u>Thoughts</u></p> <p>Interpreter is very friendly and smiles at student.</p> <p>Class overall is very quiet and attentive. Interpreter sits- demonstration of a line on the graph does not match actual direction. Standing closer to the board would be a smaller visual field for the student to adjust to and make interpreting more clear.</p> <p>Digital school- no tech used yet in any observation.</p> <p>The teacher speaks very quickly.</p> <p>Very visual lesson with coloring areas of the graph.</p> <p>Both students wear glasses and hearing aids and sit up front.</p> <p>S12 arrives late... It must be hard to jump in the lesson.</p> <p>Teacher says students learned a specific concept in middle school- may not be true for all.</p> <p>Complex language in this course.</p> <p>S12 is a responsible student</p> <p>S11 and teacher have a routine without communication.</p> <p><u>Questions</u></p> <p>Teacher demonstrates an example and the interpreter signs but S11 looks down for an extended period of time. When he looks up is he confused? Gaps....</p> <p>When S12 looks up at the teacher's example and then down is he checking his work or copying the teacher's work?</p> <p>Does the teacher know that the boys have good speech? Does she ever attempt to talk to them and does she look at them or rely on the interpreter?</p>

marks the text. S11 watches the interpreter during this description of language. Teacher demonstrates an example and the interpreter signs but S11 looks down for an extended period of time.

For the example problem, S11 looks down, up, over, down, up, over. The teacher says, "Remember when you have" S11 is looking down and misses this.

S12 arrives at 9:48 with a pass. He sits next to S11 up front. Teacher gives S12 notes to follow along.

S12 looks down and then up at the board then over to the interpreter and then down again. He spends the most time looking down. He, too, misses important information. S11 plays with his highlighter.

Teacher uses a real-life example of money. Both boys appear to be doing the problems at their seat. S11 does the "Your Turn" problem on his own before looking up at the teacher's model. S12 looks up and down.

Teacher ends class with no homework. She gives S11 the FM mic. S12 turns in an assignment and she says, "Thank you, sir," and reminds others to do the same. S11 points out that I'm here to S12. S12 greets me and says he is going to ASL when the bell rings.

Insights

S11 cannot read the teacher's lips when she faces the board, but seems to prefer to watch the teacher's visual description at the board over the interpreter.

S11 erases his personal white board as the other students do- he knows the routine of the classroom.

The teacher marks key vocabulary at the board- great visual strategy for DHH.

Teacher can correct her speech to clarify her explanation, but the interpreter does not have enough time to do this in sign.

Difficult to set up in ASL properly without lag time.

No student-to-student interaction- full lecture bell to bell.

Reflection on culture: technology use, language use, posture? Mostly both students learning forward over their desks.

Date: 9/17/19

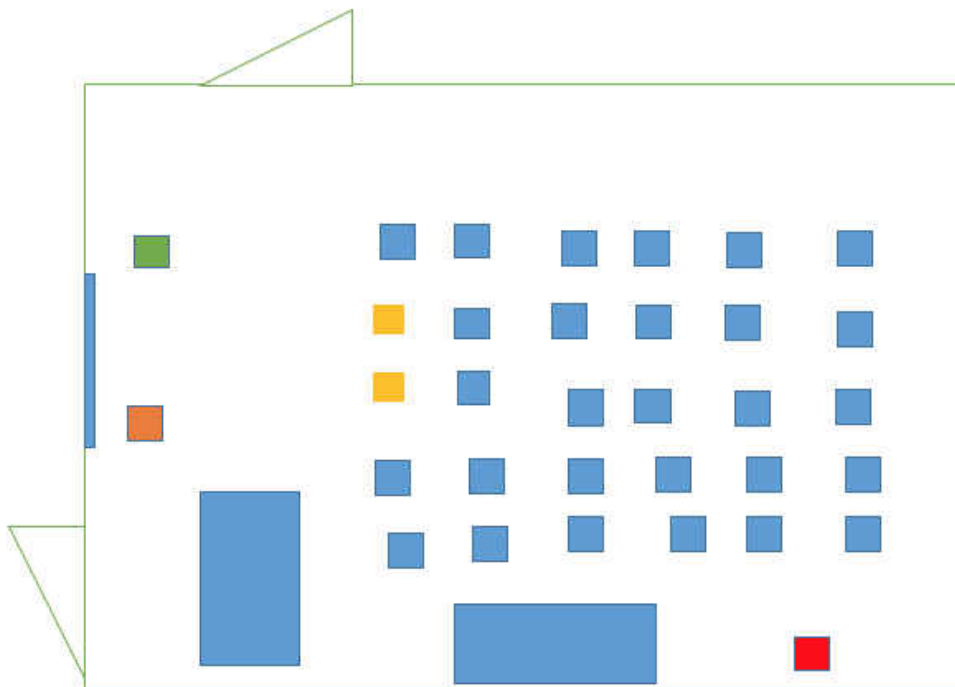
Time: 9:16 AM

Location: Algebra II- Teacher 6

Participants: S1, S2

- Key:**
- DHH Student
 - Hearing Student
 - Teacher
 - Interpreter
 - Researcher

Physical Layout:



Observation 7

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> Lunch A</p> <p>As I headed to the DHH classroom, SF Teacher was heading out of the building. She greeted me and told me the students were in her room.</p> <p>I entered and the students, S3, S4, S14, S9 were there. S6 and S8 were there, too, but on their way to their class. The students greeted me.</p> <p>S9 told me her sister had her baby this morning and showed me the picture.</p> <p>S3 was wearing his football jersey and told me they have another game today but I will be at West Orange. I told him I enjoyed his game last week. There were only 3 chairs in the room and S9 was kneeling to eat.</p> <p>S11 entered with his lunch. S7 also came in with her lunch. These two sat by different tables on the floor and did not interact with anyone. I greeted both of them and asked S7 about her classes and if she has met any friends, hearing or deaf. She said no. I told her she should join the art club. I told S11 that I liked observing his Algebra II class; I said it looked hard and he said it was almost the same as Algebra I.</p> <p>S14 sat at the table not eating but wearing headphones; I could hear her music from across the room. She was wearing her scrubs again.</p> <p>S3 sat at the same table as S14 and S9 sat at the teacher's desk.</p> <p>SF Teacher came in and explained that the Best Buddies club, which has over 200 kids and meets at lunch on Wednesday, had borrowed all of her chairs.</p> <p>When the bell rang, the students left and then S15 and S16 entered. They went to get the other chairs.</p>	<p><u>Thoughts</u> DHH students were left alone in the classroom.</p> <p>S7 and S11 are very similar- quiet and thoughtful</p> <p>S16 and S15 are so friendly and S16 likes to chat. He pulls up his chair right next to me. Best Buddies club is huge here!</p> <p>Most students don't eat.</p> <p>None of the hearing students are able to sign clearly yet, except a hearing student who signed only to me.</p> <p><u>Questions</u> What if something happened without an adult in the room?</p> <p><u>Insights</u> S14 has some residual hearing but does not use any voice.</p> <p>S3 and S8 use their voices if I use my voice.</p> <p>S12 does interact with the hearing kids and no deaf students at lunch.</p> <p>S8, S6, S2, and S1 all interact with hearing kids. S5 does not and states he misses his 2 deaf friends. He is an oral student but chooses to sign.</p>

The interpreter came in and worked at his computer.
SF teacher worked at her desk and ate.
Neither S15 or S16 ate. S16 said the school lunch is gross.
He asked SF Teacher about Best Buddies and she told him to go see another teacher to join.
Both boys left and came back with slips of paper to join Best Buddies.
S16 told me about his classes and is proud he has all As and Bs. He said his mom took his progress report to show the insurance company because he will get his license soon.
SF Teacher and the interpreter chatted about a teacher who is accusing a DHH student of skipping class. SF Teacher insisted that the student was not skipping because when a DHH student skips, the interpreter knows.

B Lunch

When the bell rang, the B lunch students- S6 and S5 came to the door and told me they were going outside. I joined them and S6 led me to their table area.

I saw S12 sitting with a hearing boy and talking (no sign) and eating. He was not with his brother.

S6 points to a hearing girl and tells me that she is her best friend. She did not go over to the girl.

S5, S8, S1, S2, and S6 all sat at one table.

S8 hugs a hearing girl at the table next to them. He takes her shoe and pretends to talk into the phone with it. She talks with gestures and tells him he doesn't know where that shoe has been. S2 interprets for her. S2 tells me that's her friend who is taking ASL. She tells me lots of hearing kids here take ASL and seems happy about that.

S8 and S6 take selfies and text on their phones.

S5 sits and does not eat. He talks to me about his classes a bit. He tells me he misses S4 and S3 and that they only have 7th together. He seems sad. He is usually quiet, but not this quiet.

S1 runs over to a group of 3 boys that pass by on the sidewalk. When she comes back she tells me they are her cross-country friends. S8 tells me that TV skipped his reading class. They all dislike the reading teacher. Even S1 says she talks too much. S5 and S1 use the sign “same” for too instead of exaggerating the “much” sign in ASL.

S2 and S1 see a boy walking by and go over and do a funny handshake with him. He seems friendly. S2 tells me she likes him. I show the students my Gallaudet ID and tell them about my visit.

S8 and S6 move to another table with 3 hearing students and S14. S8 is doing S6’s hair. I ask S14 if she has two lunches. She says her class wasn’t doing anything at the end so she left with the interpreter. The 3 deaf students sit with the 3 hearing students; I don’t see S14 sign with them but she just watches the one hearing girl sign.

The bell rings and the students leave for the next class. S8 gives me a hug and S6 waves. S5 disappeared.

A former student who is hearing with ASD comes by and signs very fluently and uses her voice with me. She said she is taking ASL.

Date: 9/19/19

Time: 11:02 AM

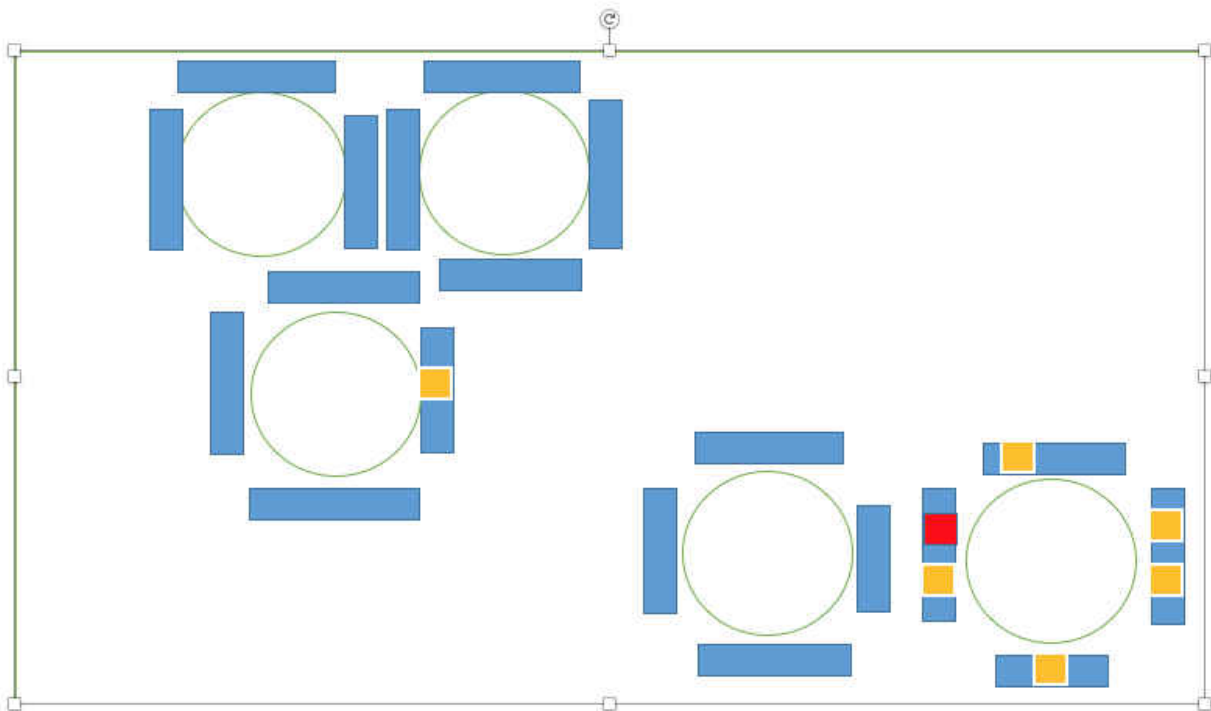
Location: Lunches A & B

Participants: A: S8, S3, S4, S14, S7, S11
B: S5, S1, S2, S8, S7, S14, S12

Key:

- DHH Student
- Hearing Student
- Teacher
- Interpreter
- Researcher

Physical Layout: (outdoors)



Observation 8

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> Lunch A</p> <p>I arrived early at SF Teacher’s room and she told me that no students could stay in the room today because if I was going to Buddies lunch, there would not be an adult in the room. This was different than last time.</p> <p>S14 arrived and SF Teacher said only she was allowed to stay alone in the room because she was the queen but to not tell the others.</p> <p>S8 and S2 and S9 stopped by and told me they would be at Best buddies for B lunch.</p> <p>S3, S4, S8 arrived.</p> <p>Interpreter arrived and explained there had been an incident when they were left alone with S3’s friend. They were told they had to leave to either the cafeteria or Best Buddies lunch. S3 refused and interpreter stayed with him until he warmed up his food. I left with S14, S9, S4</p> <p>There were over 100 kids at the tables set up for Buddies outside near the front gates. There is one front table with all of the DHH students with special needs and ASD students. An interpreter is assigned to the Buddy lunch.</p> <p>One hearing female student immediately came over to talk to S14. She signed with S14 slowly and S14 responded clearly. I saw the student ask the for “still” by fingerspelling the word and S14 showed her the sign.</p> <p>A teacher came over, head of Buddies, and asked me what I was doing here! She is a long time friend and former coworker. She told me the club started with her years ago with 16 kids. She then contacted the SGA and other groups with “popular” kids and it is now the cool club with over 285 members.</p>	<p><u>Thoughts</u></p> <p>DHH students were left alone in the classroom last time but now can’t- I wonder what happened? Why is S14 the “queen?” S14 appears to isolate herself but today she is more social and even wants to go to the buddy lunch and she interacts the whole time.</p> <p>What a huge group of teens interacting! Sad that S11 can’t attend after school activities. He seems to like making friends. His language is so unstructured and hard to follow.</p> <p><u>Questions</u></p> <p>S8 and S4 are not interested in socializing. I wonder if it would be different if they were with the B lunch DHH students? How did the students at FSDB make the Uno rules?</p> <p><u>Insights</u></p> <p>Even though the purpose is social, the DHH kids, for the most part, stay to themselves. S11 is with his sister, who he is comfortable. Only S14 appears to truly interact as the only DHH with hearing students around her.</p> <p>Most interactions are structured by adults. S1 uses the word “HC” to describe other DHH students and special needs students. Students generate and share sign names for staff.</p> <p>The public school DHH students use rules for a game that were made at FSDB.</p>

ASL teacher came over and chatted. She brings her 5th period ASL class to come down and practice signing at Buddies lunch.

S9 said she had to go get her phone; she told S4 who went with her but when she told S14, she stayed and moved to the table where the hearing student she was chatting with had been sitting. S14 stayed the whole time and chatted with the girl and her friends.

I moved over to where I spotted S11. He was sitting with his sister and her friends. He told me he and his sister were taking ASL together in 6th period. S11 told me about a deaf camp he had gone to in Alabama- showing me the camp name on his shirt. He told me he met a new friend who was Deaf who was also from Florida.

ASL Teacher came over with 2 ASL students and had them introduce themselves to S11. He responded so appropriately, telling them, “Cool” and “nice to meet you.” The students seemed nervous and looked to ASL Teacher for help in responding.

A hearing student makes an announcement about Homecoming and ASL Teacher interprets. I interpret for S11 as he can’t see. S11 says he can’t go to HC because he has to take the bus.

S16 and S15 get off tech bus. I also see a self-contained student. They say hello and S16 thought Buddies was free food so he joined but now he doesn’t want to stay. He and S15 leave.

When A lunch ended interpreter came over and chatted. She likes the kids and is new to the school and this is her first professional job as an interpreter. She is from out-of-state.

Lunch B

B lunch students arrived and got in line to sign in. None of the students from A lunch had signed in, even though I pointed it out to them.

S8, S6, S5, S1, S2 all saw me and moved to where I was sitting. I told them sit wherever they want. S1 said she wanted to sit with the HC kids. S8 found an empty spot and waved me to join them. S6, S2, S1 got out their lunches. S6 and S8 went over to where there was a cart of games and candy. They returned with Uno and AirHeads candy. S8 told the others it's free so they got up to get some, too.

S6 asked me if I'm coming tomorrow. I explained that I wanted to see Language Arts class. S1 said with fingerspelled the first three letters of the name and then waved her hand. I laughed. She said her sign name is (demonstrated making a period mark emphatically). I asked why and she said because she always says, "Period!"

I said I also wanted to see Reading class. S1 told me the sign for the teacher, which is candy, like the candy bar. I asked if they made up the name and they said she introduced herself with her sign name on the first day. Perhaps other deaf students in the past gave it to her?

The 5 kids started playing UNO. I note that S5 has one hearing aid in. None of the others have any amplification. S2s CI is broken. S8 is wearing large earrings.

S8 reminds them that you have to knock on the table when you have one card left. They have other rules that S1 explains. You have to say the name of something instead of the color, for example, they say "devil" instead of red and "light" instead of yellow. S1 said you can use any word you want, like sun or banana for yellow.

S6 says "Devil" instead of red when she changes the color. When she gets to choose the color again, she says "devil still." S8 says "Devil still." I question the reason why S1 can't use a certain card and S8 explains St. School for the Deaf has different rules, which they are playing by.

<p>They laugh and have fun playing. S5's expression gives away his card color. S5 says he can see the reflection of the color of cards in S1's glasses. The bell rings. They notice others cleaning up and S8 says bell. They all get up to go and say bye.</p>	
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- Key:**
- DHH Student
 - Hearing Student
 - Teacher
 - Interpreter
 - Researcher

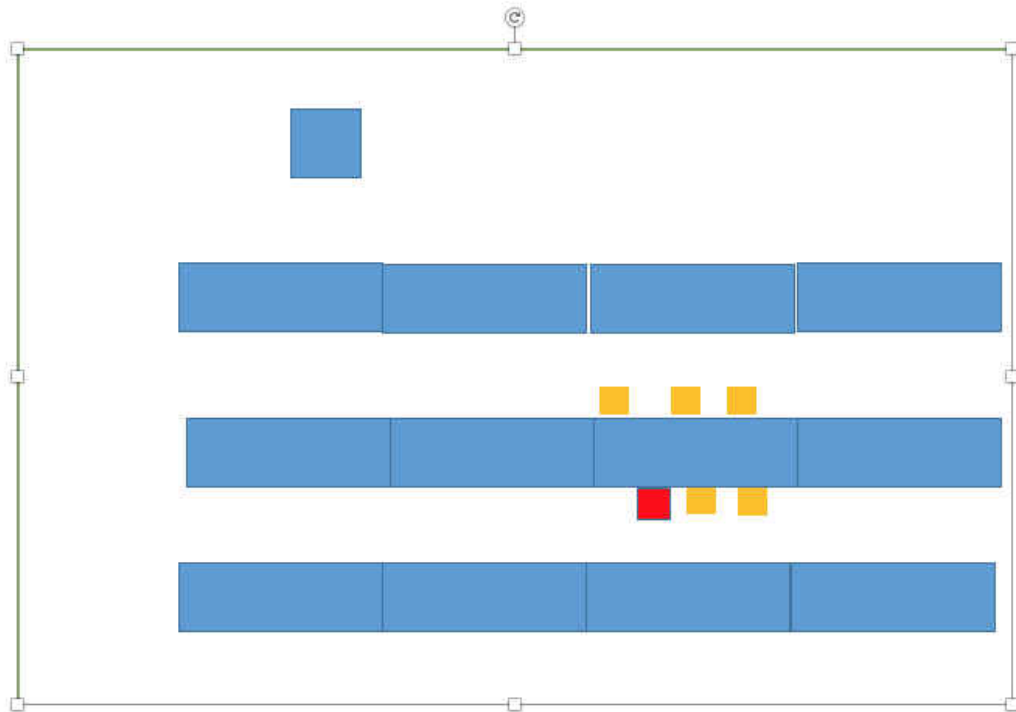
Date: 9/24/19

Time: 10:22 AM

Location: Lunch A & B

Participants: A: S8, S14, S3, S4, S11
 B: S5, S8, S1, S2, S6

Physical Layout: (outdoors)



Observation 9

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> Intensive Reading</p> <p>I arrived early and check in with SF Teacher’s room to ensure I was headed to the right place. Interpreter was in the room with S14. I had just seen S14 get dropped off in the bus area returning from her nursing program.</p> <p>I transitioned to Teacher 9’s room. I saw S5, S1, and S6 in the hall. S6 high-fived a hearing student. All said hi to me. None were walking together.</p> <p>After I introduced myself, Teacher 9 said she would use me as an example of one of her vocabulary words- objective- and explain what I was doing to the class. S8 and S2 enter. S2 comes to the back of the room to get her folder. The other kids do the same. The teacher asks students to do bellwork independently. S2 and S8 sit up front. The interpreter is directly in front of the room.</p> <p>S8 looks around and S2 turns in her seat to talk to two hearing girls. The students pass around paper clips as directed by the teacher. The teacher looks directly at S8 and tells him to pass the jar of paperclips back to her. S8 looks back and forth between the teacher and interpreter.</p> <p>The teacher starts passing out paperclips. She gives some to S8 and he mouths “I have some.” She takes them back without saying anything and talks to another student in the back of the room. The interpreter signs everything the teacher says as she walks around the room making comments to other students.</p> <p>S2 signs to S8 from her seat and the interpreter is still signing as they have their own</p>	<p><u>Thoughts</u> Rarely see DHH in transition- such a large school. 3 DHH just left the class I am heading to- all DHH are not grouped together in classes The interpreter may be new? She tells the students to give them a sign if they have a different one they use. S8 is not engaged. As the students reported, the teacher does talk a lot. She gives good examples of real life applications and talks about her personal connections. The DHH students are not engaged during this time. The teacher uses lots of visuals. When S2 is left without an interpreter, I struggle with wanting to volunteer to interpret for S2.</p> <p><u>Questions</u> The teacher stands directly in front of S8 but does not redirect him as he looks down instead of at the interpreter as she is talking- does she realize this is how he pays attention? What is S8 doing? Drawing? I had heard from interpreter that S8 was smacking girls on the behind- is that the reason he was called out? Is there a protocol set in place for interpreters when a DHH student is called out and other DHH students are left in the classroom?</p> <p><u>Insights</u> The teacher redirects 2 hearing students about talking, but not the DHH students. Tools: interpreter, audio enhancement? The teacher did not appear to notice or respond to the fact that S2 was left</p>

<p>conversation. S8 leans with his head on his fist and elbow on the desk, slouching in his seat.</p> <p>Teacher reviews vocabulary with visuals/pictures.</p> <p>S2 turns to talk to S8 after a picture of the Joker is displayed. The teacher redirects 2 hearing students about talking, but not the DHH students.</p> <p>S8 looks down for several minutes, missing the explanation for the word “antagonist.” He glances up from time to time but is looking down for the majority of the review.</p> <p>S2 is attending to the interpreter.</p> <p>Teacher directs students to main idea packet. She reads aloud as the interpreter signs. She stands directly in front of S8 but does not redirect him as he looks down instead of at the interpreter as she is talking.</p> <p>The teacher again uses the visual of the hand to outline parts of a paragraph. She draws 3 visuals on the board.</p> <p>At 10:35 the phone rings and S8 is called to the discipline office with the interpreter.</p> <p>S2 is left without an interpreter. I struggle with wanting to volunteer to interpret for S2.</p> <p>The teacher continues instruction without seeming to recognize that S2 might need more support. She walks around the room and is not even visible to S2. S2 looks around. She gives directions but S2 doesn’t seem sure what to do. The teacher asks a question and S2 looks at her trying to figure out what she said. The teacher again gives more directions about websites to go to and talks about having a sub tomorrow and what to do. S2 opens her notebook to put her packet away and opens her laptop, following the lead of other students. She appears to know what</p>	<p>without an interpreter as she continued instruction.</p>
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to do, but the teacher does not check in with her at all.

At 10:40 students work independently at their laptops. A student's laptop volume is on and the other students laugh. S2 does not appear to notice.

At 10:47, S8 and the interpreter return. S2 looks at him and rolls her eyes. The teacher looks directly at S8 and tells him what the class is doing. The interpreter signs and S8 nods.

A student's head is down; the teacher walks around and reminds this student of posture to stay focused. She briefly raises her head but then returns to her position after the teacher passes.

Classroom is very quiet. Most students are working, a few are sleeping. One is texting. One is watching a video on his computer. Students pack up.

The teacher tells students to put their phones away and she looks at S8 who has his phone out.

The teacher talks and walks in front of the interpreter who makes an annoyed face and leans over to continue signing. When the bell rings she calls S2's name and goes over to her to give her a paper. She stands next to her and appears to point at the grade. She calls S8 and other students' names passing back papers as they exit.

Date: 9/25/19

Time: 10:12 AM

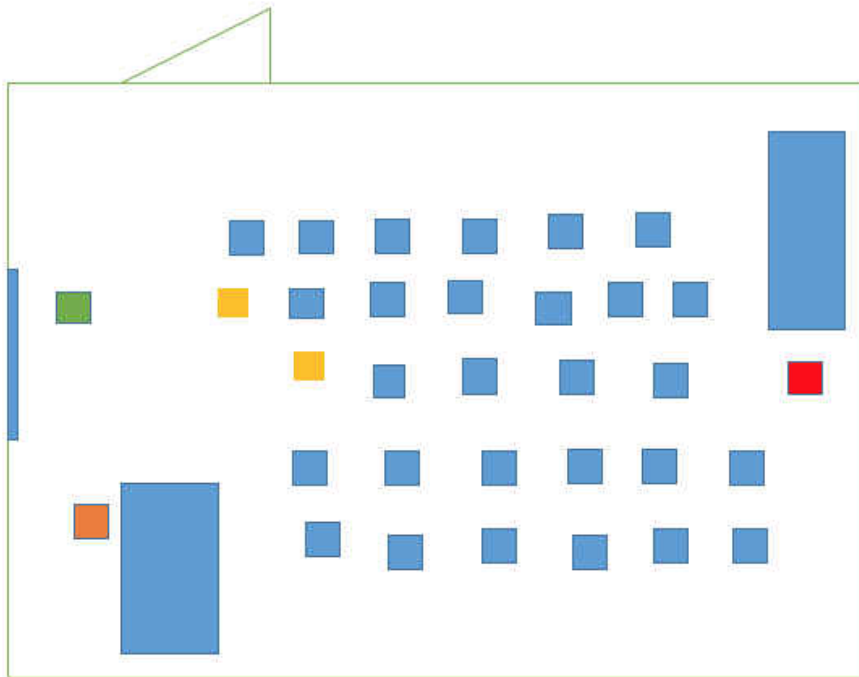
Location: Reading- Teacher 9

Participants: S2, S8

Key:

- DHH Student
- Hearing Student
- Teacher
- Interpreter
- Researcher

Physical Layout:



Observation 10

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> English I</p> <p>S1, S2, S5, S6, and S8 enter. All sit up front. S4 says hi and tells me he loves this class! The interpreter sits up front. The teacher reminds them of the point system. All students follow the direction to login to Quizlet; the teacher states this and it is posted on the board as bellwork.</p> <p>The room is dark with string lights hanging, and cool with a fan blowing; I had noticed this room from the outside with the lights.</p> <p>Teacher goes over to S4 and asks him if he had a question; she looks directly at him as the interpreter signs. When he responds, she maintains eye contact as the interpreter voices for him. She tells the group of 5 DHH students they may review together and they move their desks into a closed circle (posture). Another group of 3 hearing students does the same.</p> <p>S4 has a conversation with the interpreter about different drinks. S4 eats a snack and the others watch S4 and the interpreter's conversation, except for S1 who maintains focus on her computer.</p> <p>The teacher tells everyone to look at the board. She speaks clearly and pauses to ensure the students do what she says.</p> <p>The teacher says their screens should be 45-ed and all of the students slant their screens.</p> <p>She gives the students 3 minutes to discuss their answers; the DHH students discuss.</p> <p>Teams earn points- The teacher takes 10 points from team pink for a student having her phone out</p>	<p><u>Thoughts</u></p> <p>Teacher seems tense as I enter. She says it is a class of mostly 9th grade boys that she has to keep on task.</p> <p>I am surprised at the grouping of S1 and S3 with S5 and S4 due to language levels.</p> <p>The interpreter is very skilled but not as emotive as the teacher as she reads aloud. She yawns often.</p> <p>S4 is always observant of his environment- easily distracted, likes to be involved.</p> <p>The teacher is very emotive and engaging and gives lots of positive encouragement to the DHH students.</p> <p>As the teacher continues to read aloud, I recognize the story- The Interlopers.</p> <p>I like the idea of hashtag as a summary statement- familiar to the students.</p> <p>The ceilings are so low. The teacher has a great view but blinds are drawn.</p> <p>The hearing student at the DHH lunch table doesn't appear to sign much but is smiling and looks happy to be sitting with them.</p> <p><u>Questions</u></p> <p>Is it a good idea that the teacher remarks frequently on the language needs/difference of the DHH kids or should this be left unsaid?</p> <p><u>Insights</u></p> <p>Postural configurations of students- some groups sit in a circle, others stay. DHH move into a circle- natural for communication.</p> <p>Tools: audio enhancement, interpreter</p> <p>The class has a familiar routine – read, annotate, discuss. The teacher uses</p>

<p>and she looks upset. S4 catches this and looks between the student and teacher.</p> <p>The teacher calls on a student and reminds her that everything is translated so she must speak up.</p> <p>The teacher models and shares her highlights and notes on the board- visual.</p> <p>S5 and S4 miss the discussion by arguing over pencil colors.</p> <p>Even S1 is talking with S2- possibly academic- but they are missing the interpreter and teacher's information.</p> <p>The teacher has a quick pace and reminds students they need to work. She pulls team (house) color cards to call on students randomly and equally.</p> <p>When a student is called on, only S4 looks at the student.</p> <p>The teacher gestures opposites and tells the class to watch her "sign language."</p> <p>S1 is called on for her hashtag summary. The teacher gets really excited and helps support S1's answer. She supports her and tells her to talk with her group, She reminds the other students that the DHH students need time to translate and process.</p> <p>The teacher reads aloud expressively and the interpreter signs. DHH students are all engaged. The teacher visually displays the text and marks it as she reads. The students mark the text and S4 looks at S2's paper.</p> <p>S5 is called on to share her hashtag summary. S3 is called on; the interpreter voices for him even though he can use speech. I wonder if the teacher knows how good his speech is. When it takes some time for S3 to respond, the teacher reminds the class that translating a language takes time. She asks the class if any of them use another language.</p>	<p>encouragement and competition with high expectations. I can see why the kids like her- she is engaging visually. Her speech/tone is matched by her body language, even though she doesn't sign.</p>
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S4 verifies with the interpreter if they should discuss or wait. He starts discussing with S1. All appear to contribute to the discussion except S5.

S2 is called on to share her hashtag. The teacher encourages her and builds on her response.

When the bell rings the teacher tells the kids they can stay to see which team won. The DHH students leave but actually their team, Gold, won!

As I leave I see the same group now at the outside lunch table where they typically eat. Today a hearing student is with them. S3 signs to them "Woods" as I approach. They all say hi and the hearing student seems excited to say hi to me, too.

Date: 9/27/19


Time: 11:08 AM

Location: English 1- Teacher 10

Participants: S1, S2, S3, S4, S5

Key:

 **DHH Student**

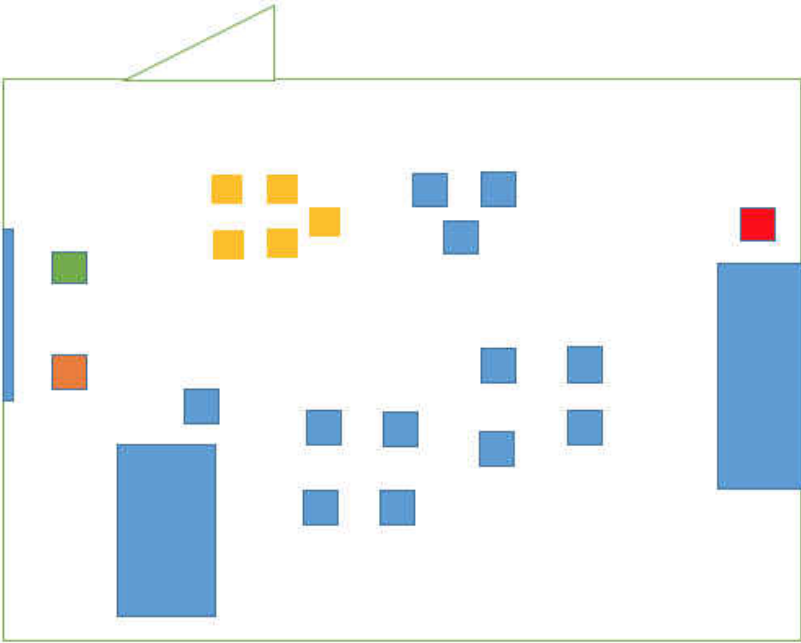
 **Hearing Student**

 **Teacher**

 **Interpreter**

 **Researcher**

Physical Layout:



Observation 11

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> Color Guard</p> <p>Today I observed color guard class. S2 and S8 entered and greeted me. S8 hugged the interpreter and told her she looked beautiful as she got a haircut. He then put his bag down and hugged another hearing student and told her she looked beautiful; she had just colored her hair and everyone was commenting on it. I introduced myself to Teacher 11. S8 and S2 start helping clean up the room to move chairs and stands and get out the flags. Interpreter sits up front. The teacher starts warm up music. I recognize one of the hearing students from lunch; she had been signing with the DHH kids. When the music starts, S8 and S2 are perfectly in sync. They appear to be practicing their timing together, just the two of them. S13 enters. She comes over to me and we catch up. She goes to practice over to the side of the room.</p> <p>S8 is signing with S2 and he is very aware of his surroundings- he stops and holds his flag when he notices someone from behind him. He is helping S2.</p> <p>The teacher tells the students to lay down and listen to the music. Odd. He says to lay in an “X” and the interpreter demonstrates to S8 who has his knees up. The other students laugh. The teacher continues to talk and give instructions as the students are laying down and the interpreter is signing. The teacher again says to “just listen and close your eyes.” The music is loud and S13 can likely hear, but S2 and S8 will not. S2 does not have her CI.</p> <p>The teacher asks for observations about the music- what feeling it emotes. S8 raises his</p>	<p><u>Thoughts</u> There are only 3 boys in the class. While the class is a lot of visual and movement, it is also a lot of rhythm and being on cue with verbal timing. S16 uses his voice a lot.</p> <p><u>Questions</u> How could the teacher better help the DHH students with music/timing- board count down, colors for music?</p> <p><u>Insights</u> Postural configurations of students- S8 and S2 face each other- S8 looks away from the interpreter and the teacher. Even when they lay down, their feet are facing each other. Tools: interpreter, lighting during play</p>

hand. He says “sleepy.” S2 raises her hand and says “relaxing or calming.”

The principal enters and goes up front to speak to the teacher; he jokes that they are laying around.

The teacher has 2 volunteers demonstrate improve movement to the music on the ground. He asks the students to describe their movement. S8 raises his hand- he says “flexible.” The teachers asks them all to try to use their bodies to interpreter the music and says no one is judging. They can keep their eyes closed if they want.

The interpreter cues them that the music started. S8 moves and looks around at others. He seems to copy many of the movements of the female volunteer. The teacher says they will do this activity every Monday. He tells them not to think and just to move their body. He compliments S2’s movement.

They get out their flags. S13 goes over to get a flag and she scoots by the other students who are waving their flags. The teacher counts 5 counts and the students move their flags in time. S2 gets confused and looks at me nervous. Both S2 and S8 are off on the second and third tries. S13 is in sync. S8 catches on and S2 still struggles. S2 “yells” at her flag when it gets tangled. They continue to add on counts and the DHH are all on time. The interpreter goes over to S2 to help her with hand positioning.

They all practice a toss and all 3 DHH do a great job. The interpreter goes out to help S2 again and the teacher calls count. The interpreter freezes. S2 and S8 drop their flags and watch then hit the ground. The teacher says they should be catching it by now and watching it hit the ground is not acceptable.

The teacher counts and S2 and S8 are doing their own thing – S8 is explaining the move to S2. S2 appears frustrated and just watches everyone. S13 participates along with the

class. S2 sits down next to the interpreter. Medical issues? The teacher says one last time all together but S8 looks at the interpreter and she is talking with S2.

As the class cleans up, S8 and S13 are the only 2 student who remain on the floor practicing with flags. I walk with S8 to DHH Skills class. He tells me he likes school here and I told him that was a cool class.

There is a note posted on Teacher 12's door, "Meeting in Auditorium." S8 looks at me confused. S7 walks up for class and she looks confused, too. I explain the sign auditorium, like where plays are held. They still look confused as they don't know where this is. I tell them it's near the library and I only know this because I have attended a performance here before. The auditorium has actually been newly constructed as I could see it as I travel on my daily errands, as I live near the school. It is, however, in the same location as the old, demolished building.

S9 and S3 also walk up and S8 tells them about the note on the door. S9 tells them she thinks she knows where it is (she is a Sophomore). We walk downstairs and S3 bangs on the poles and they are metal so they ring a loud noise. No one says anything to him. They walk in the wrong direction so I point out the auditorium. I tell them it might be about the play that will be held soon, Matilda. I tell S7 that my son's class will be walking over for the performance on Friday. We go inside and it's dark; a woman at the entrance tells us to go to the right but S8 walks to the left. The woman yells after him to turn around but he keeps walking. Another woman, all in black and possibly an interpreter, shakes her head at her. S7 goes after S8 to get his attention and the woman apologizes.

We walk to the front left of the stage where Teacher 12 and some of the interpreters are reserving seats for the DHH kids. The students all sit up front and others arrive. I see S5, S14,

S10, S4, etc. S4 asks Teacher 12 about S1 and she explains that S1's teacher did not decide to bring her class. S16 and S15 arrive and give me hugs. S11 sits with S15 apart from the younger DHH kids and S16 sits with a hearing female. He asks me how to say S8's name (he does his sign name). I fingerspell the name. He says voice, so the girl can hear it. I voice the name. He continues talking with the hearing girl by voice. Another boy comes over and he plays "rock, paper, scissors" across S16's lap with the girl. The boy asks S16 if he wants to play and the three of them play. S16 is quick and he voices, "rock, paper, scissors, shoot!"

The play starts and there is a spotlight shone on the interpreter who is dressed all in black. The students appear very attentive and the interpreter has clearly rehearsed as she knows all of the lyrics and is in time with the musical. The performance has a lot of visual dancing and props. I look back and S16 has his arm around the hearing girl and her head is on his shoulder.

After the snippet of the play, the lights come on and all of the kids head back to their classes.

Date: 9/30/19


Time: 12:28 PM


Location: Color Guard- Teacher 11


Participants: S2, S8, S13

Key:

 **DHH Student**

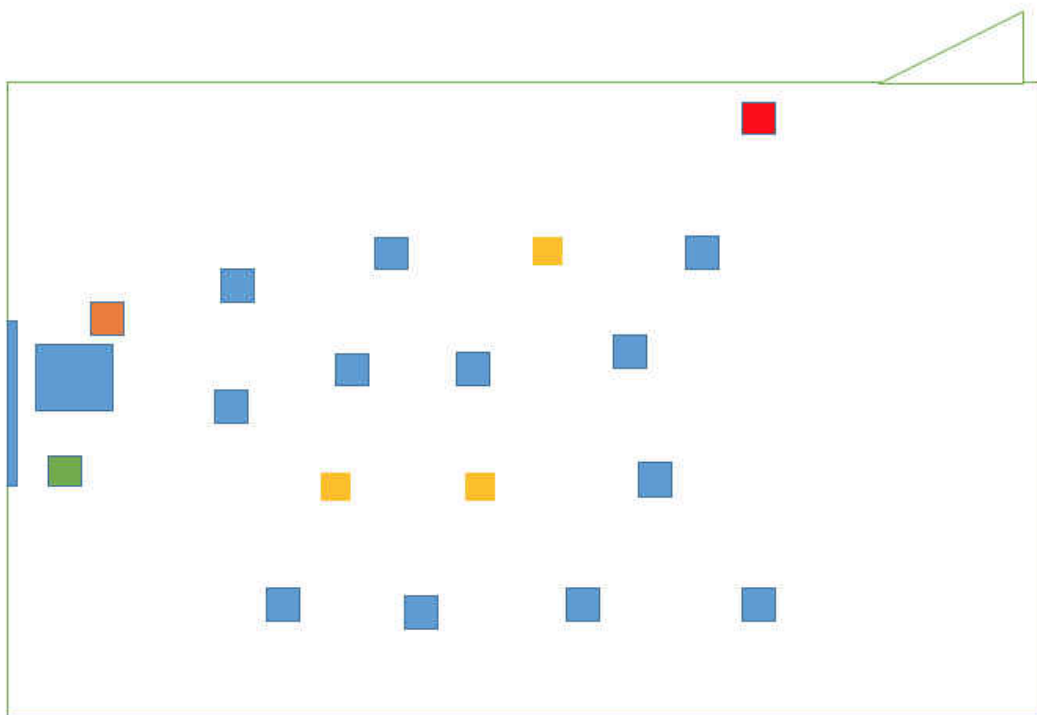
 **Hearing Student**

 **Teacher**

 **Interpreter**

 **Researcher**

Physical Layout:



Observation 12

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> DHH Skills</p> <p>Today I observed/participated in 7th period DHH Skills/Resource in Teacher 12's room. S7 and S3 were the first to arrive. Teacher 12 welcomed me and I asked her if I could help some students troubleshoot issues with the app. She said that would be great as she was working on an IEP. The students trickled in and school-wide announcements were given over the intercom; Teacher 12 signed these and she moved around the room.</p> <p>Interpreters trickle in throughout the class. They sit near Teacher 12's desk.</p> <p>Teacher 12 tells the students that I will be helping them with the app. She has 4 students that need to finish a test. I go over to students individually and help troubleshoot. 2 students with Android devices cannot access the app; I give them my school Dialpad number to text their videos.</p> <p>S7 does not interact with anyone; she plays a game on her phone. S3 and S8 play a game over iMessage. I laugh because they are in the same room and messaging. S3 says his mom will sometimes facetime him to "come here" from another room.</p> <p>S6, S4, and S9 take a test. S4 and S6 ask for help interpreting from interpreter. S6 takes longer than S4 and calls for interpreter to help her frequently. He is chatting and I call him for her. S5 plays a game on his phone that he tells me is like "Call of Duty." S2 and S14 chat.</p>	<p><u>Thoughts</u> Morning announcements were signed on TV- 2 announcements/day? Students have a lot of freedom</p> <p><u>Questions</u> Don't some students have to hurry to the bus?</p> <p><u>Insights</u> Postural configurations of students- round table. Students testing moved to side table. S14 sits apart- older student- but faces S2. Tools: interpreter, seating arrangement, DHH teacher</p>

S10 gets some help from interpreter at first and then sits and stares at the other kids. She laughs at S3 and S8.

S3 tells me he has a football game. He will pick up his brother at the neighboring middle school and then he and S8 and his brother will walk to McDonald's before the game. I tell them to be careful as the intersection is dangerous and they said they know a back way and S8 says that S3 can hear.

When the bell rings, none of the students really seem ready to go. S3 comments that the bell here at this school is more soothing than the bell at the middle school. Slowly some of them exit.

Date: 10/2/19

Time: 12:30 PM

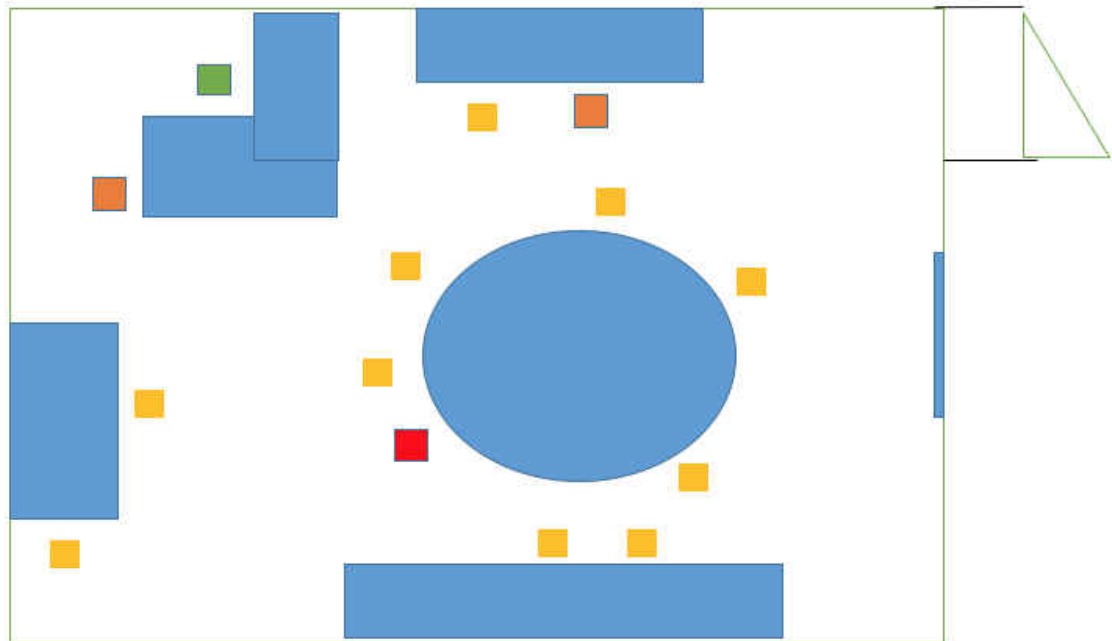
Location: DHH Skills- Teacher 12

Participants: S2, S3, S4, S5, S6, S7, S8, S9, S10, S14

Key:

- DHH Student
- Hearing Student
- Teacher
- Interpreter
- Researcher

Physical Layout:



Observation 13

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening</u> Lunch B</p> <p>I arrived early and sat at a distance from the students' typical lunch table in an attempt to be a true observer today. I only saw S2 sit down and I could not see from the distance I was at while attempting to remain unobtrusive, so I went over to say hi to S2 and ask where the others were. She greeted me and said they were in SF Teacher's room using the microwave but were coming soon.</p> <p>I noted she had her implant in today and she said yes and she's waiting on the other one but she's happy she can hear better now. She also said she was quitting color guard class because she ended up crying on Tuesday in class because it's too hard. She will take ASL instead. S1, her best friend, is in this class.</p> <p>The others came out together- S1, S5, S8, S6. They all sat down and greeted me. S1 and S2 chatted. S8 has dots all over his face and I told him he is always so creative and unique with his self-expression. I noticed S12 not sitting far away as usual, but at the neighboring table with one hearing student. I pointed him out and S1 was surprised I knew S12. I told her that I had taught him years ago in middle school. S6 said S12 doesn't remember her from elementary school.</p> <p>I went over to say Hi to S12. I notice that the other DHH students are watching me sign with him. He was pleasant and greeted me. I asked him what other class I should observe of his and suggested English 3; he said that would be a good one and S16 is in that class. I asked if S15 is too and he said if he is he hasn't noticed him yet! He was watching a video on his phone. I</p>	<p><u>Thoughts</u> Both S12 and S5 are more chatty than usual. S6 has good social skills but low academics. S12 is very self-aware. Funny that S1 and S2 notice my Track Shack shirt. Good for DHH to take ASL- feel like experts and get to know other hearing kids. S8 does not care what others think and he is very self-expressive.</p> <p><u>Questions</u> How do the students feel about superficial greetings from hearing kids here and there?</p> <p><u>Insights</u> S12 sits nearer to the other DHH kids but still no interaction. The students are like a small community- S6 was in 1st grade with S12 in 5th in elementary school and she remembers him.</p>

told him if he wanted to download the app that the other students were using to record video diaries he could, but he said no he is not a social person. I told him that is fine.

Back at the other table, S8, S6, S5 played Uno again. This time S8 told me they were playing normal rules, not FSDB rules; these cards were labeled. S6 asked what the “reverse” card means and S8 demonstrated going around the circle in the other direction. She nodded, “oh.”

S5 asked me what I’m going to do when I finish my doctorate degree. He told me he will be trying out for soccer next week and he is also going to send me a video today. He was more chipper and chatty than usual. S2 and S1 pointed out my shirt that said “Track Shack,” S1 is a Cross Country runner and S2 pointed out her Track Shack water bottle on the table.

S1 told me she has an ASL Unit 1 test today. I asked her what Unit 1 covered and she explained, ABCs, Numbers, Grammar rules, and Culture. She said the class was easy and rolled her eyes.

2 boys that I recognized from another lunch visit walked by and S1 and S2 got up to greet them. The one boy said “I have a girlfriend.” The other boy mouthed “He likes you.” S2 explained to S1 what they said after they left and then they gestured to S2 from afar; she was smiling and laughing.

A hearing girl came over to the table going around and hugging each student except S5, who she tapped on the head. When the bell rang, a hearing girl from color guard class came over to S8 and they hugged. She asked if he wanted to walk with her (voice and some gesture) and he nodded and said bye to S6.

- Key:**
- DHH Student**
 - Hearing Student**
 - Teacher**
 - Interpreter**
 - Researcher**

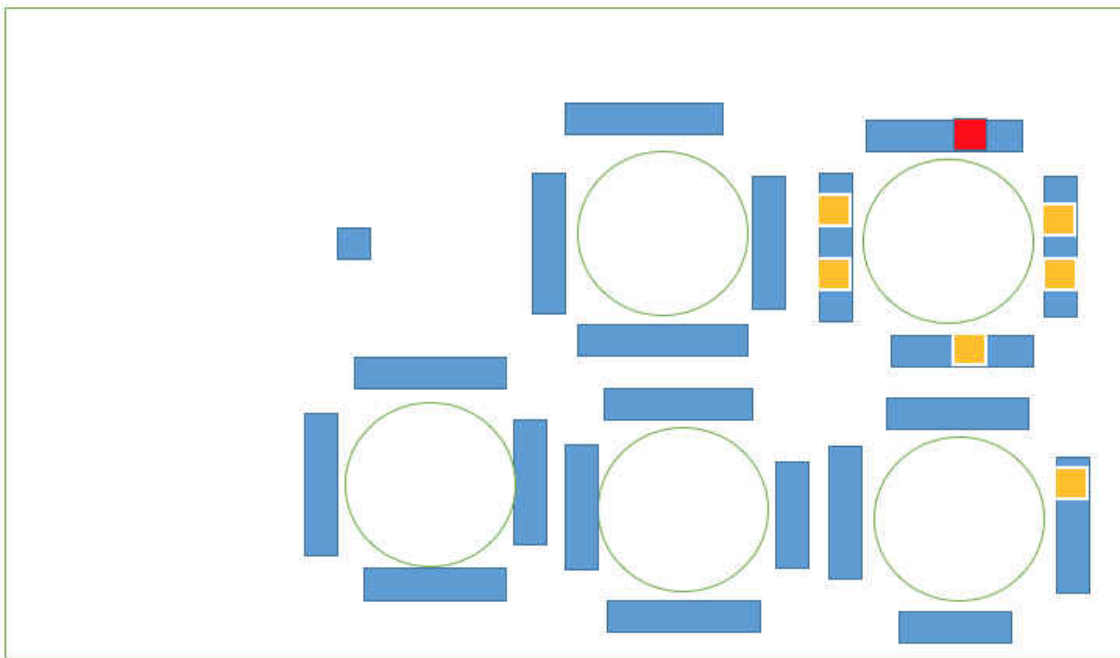
Date: 9/24/19

Time: 11:58 AM

Location: Lunch B

Participants: S5, S1, S2, S8, S6, S12

Physical Layout: (outdoors)



Observation 14

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> Lunch A S14 and S9 arrived together and sat at the same table and got their food ready from the refrigerator and into the microwave. S3 and S4 arrived next and did the same. SF Teacher's daughter came in to get her food and tapped S14 on the shoulder to get her to move over but did not say anything to the students. All 4 sat together and all 4 ate today. S14 put in her headphones but continued to chat with the others. Her music could be heard. The students were talking how S8 had gotten in trouble in class. S7 came in with her lunch from the cafeteria and said hello to me but sat at another table and none of the students addressed her either. She ate and looked at her phone. Another hearing student came in and sat at SF Teacher's desk; she made a phone call and was not shy of talking aloud and even put her phone on speaker so the other person's voice was audible. She ate and worked at the teacher's desk. The students all left at the bell but the hearing student returned and sat at SF Teacher's desk.</p> <p>Unsure if the B lunch students would report to the DHH classroom or directly to Best Buddies, I remained in SF Teacher's room until the B lunch bell. At the bell an interpreter came in and 2 more hearing students. S5 came in looking for the others, and he said they might be at their outside table so he left. I followed outside and he appeared to have texted another student because he said she was getting food. He said S1 was in a classroom. We walked to Best Buddies but none of the DHH students were there. I told S5 he go where he wanted, so he didn't feel like he had to stay with me.</p>	<p><u>Thoughts</u> None of the DHH really participate in Best Buddies.</p> <p><u>Questions</u> Can SF Teacher's daughter or any of the hearing students sign?</p> <p><u>Insights</u> Many hearing students come to the DHH room but none appear to sign or interact with the DHH students; they only interact with each other or the interpreter and teachers using voice.</p>

- Key:**
- DHH Student**
 - Hearing Student**
 - Teacher**
 - Interpreter**
 - Researcher**

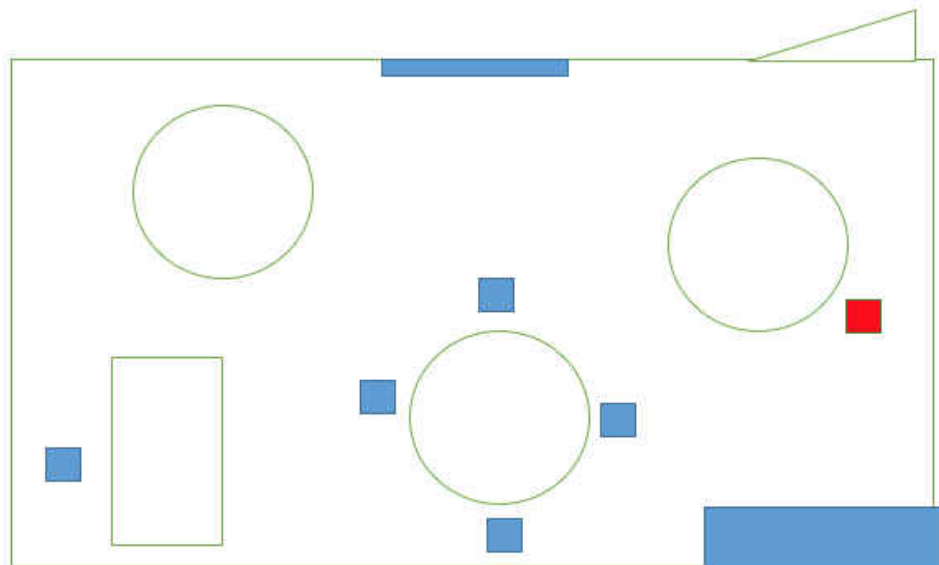
Date: 10/9/19

Time: 10:22 AM

Location: DHH classroom

Participants: A lunch: S3, S4, S14, S9, S7

Physical Layout:



Observation 15

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> English 3 SF</p> <p>Today, observed English 3 with Teacher 15 and supported by SF Teacher. I arrived early and saw S3 transitioning in the hall- he told me he was going to DHH Skills. I saw interpreter 1, in the hall and he gave me a hug- we have worked together and seen each other at community events. S16 arrived and I told him I was going to observe his class. He held the door for me. I introduced myself to the teacher and SF Teacher welcomed me.</p> <p>I walked to sit in the back and saw Josh sitting up front. S16 was chatting with a hearing girl. Another hearing student said “he speaks sign language” and the girl replied, “stop saying that, you don’t speak sign language!” S15 arrived and greeted me and a boy asked him who I was. He replied “Ms. Woods” with his voice.</p> <p>Interpreter arrived to interpret and announcements began, which he signed. S11 was leaning over to see.</p> <p>S5 and S16 both wear bilateral CIs, S11 wears his aids (bilateral). SF Teacher signs to individual students while Interpreter interprets. SF model is so confusing! - imagine from student perspective- role confusion.</p> <p>Teacher puts on audio enhancement.</p> <p>Interpreter signs speech in wrong context when the teacher discusses public speaking. Students are going to sign up for poetry recitation date.</p> <p>One student asks if she can read the poem and S16 can sign it. One boy asks if he signs it does he</p>	<p><u>Thoughts</u> SF Teacher is very laid back. S15, S16, and S11 have similar low language levels. The Crucible is so hard! S15 and S16 use their voices a lot.</p> <p><u>Questions</u> Does S16’s girlfriend take ASL?</p> <p><u>Insights</u> Postural configurations of students- all facing forward, but heads lowered most of the time. S1 leans his arm across the back of SF teacher’s chair to lean in towards his girlfriend. Tools: audio enhancement, interpreter, S2 and S1 bilateral CIs and S3 wears bilateral aids The reading of the play did not accommodate the DHH students- no visual display of text- but the video clip of the portion read did help. S4 has a Deaf family but appears to love the socialization opportunities at the school and stays after daily.</p>

have to voice it. The teacher says she has had students sign poems for many years.

The teacher directs students to a website and SF Teacher moves her chair to sit directly in front of the students and blocks Interpreter. The hearing students talk to SF Teacher in a friendly way- one student shows her a picture on his phone.

SF Teacher explains to a hearing student how to sign “want” and directs S15 to look at him.

The hearing girl and S16 exchange notes on a phone that they pass between them. She signs with him, too.

A hearing student stands up in his desk and S15 glances at him like he’s crazy.

The boy who was standing on his desk gets up to leave with the bathroom pass and signs “door.” SF Teacher tells him good and asks another student if he is taking ASL class.

SF Teacher leaves explaining she has to go to another class. S16 and the girl continue to sign/talk. Neither use full sign.

The teacher tells students they will continue reading The Crucible and they take roles to read aloud.

A boy has chips and S15 turns around cupping his hands in request. The boy stands and gives him some.

None of the DHH students take roles. The teacher asks the students to follow along so they don’t miss their parts.

Interpreter interprets the many roles; S11 doesn’t look at the interpreter. S1 is distracted with things on his desk. S15 watches attentively.

A hearing student says he is lost. I can only imagine how the DHH students feel. The text

language is very old English. Interpreter interprets but it's so hard to follow with the many characters speaking.

Interpreter uses a sign for "take me home Devil" that S16 laughs at- Interpreter explains his choice of sign and what it means while the teacher continues reading the narration. S11 starts to watch the interpreter. S16 puts his head on the desk for a minute.

S15 laughs at something the interpreter says and he spells "DOM" -the interpreter explains they are talking about the cows in the story. S16 passes a laptop charger to S15. S15 winds it up carefully and passes it to the boy with the chips. The hearing students fumble with reading the text and Interpreter 1 struggles to interpret.

S15 puts his head down on his arms but still watches Interpreter. He then looks at his lap and is scrolling through his phone. Then he passes the phone to S16. S16 looks and then passes the phone back and S15 puts it in his pocket.

The teacher shows a clip from the movie of The Crucible. It is captioned. S16 puts his head on his desk and S15 and S11 watch the movie. Another teacher comes in and both teachers chat at the doorway by S16's desk but neither ask S16 to watch.

Upon leaving, Interpreter 1 waved good-bye and all 3 students said "bye." I saw S3 in the hall again and he says he stays after school to play in the gym.

Date: 10/21/19

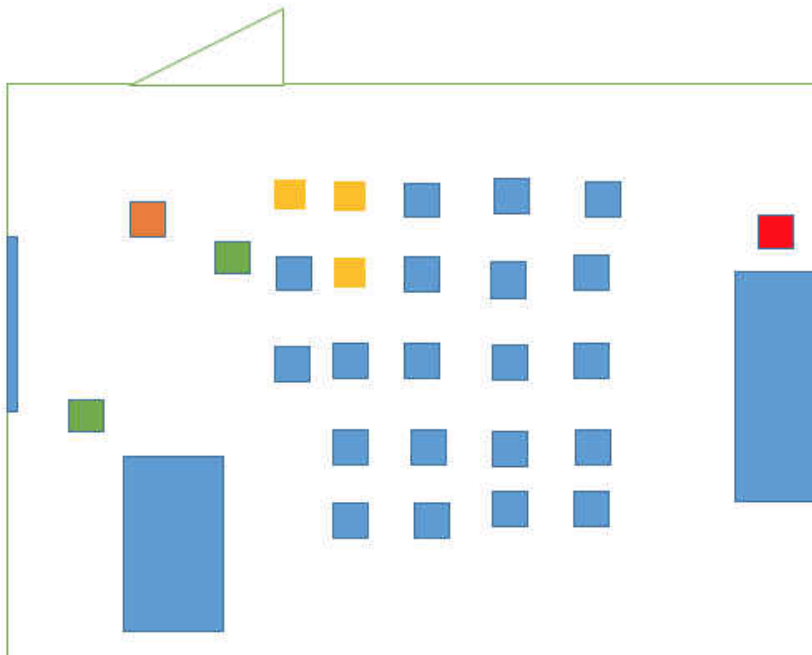
Time: 1:30 PM

Location: English 3- Teacher 15

Participants: S11, S15, S16

- Key:**
- DHH Student**
 - Hearing Student**
 - Teacher**
 - Interpreter**
 - Researcher**

Physical Layout:



Observation 16

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> ASL</p> <p>Today I observed 6th period ASL class with S1 in class. I arrived early and Buddy lunch was organized at the entrance. As I entered the gates, S8 saw me and waved me over. He was sitting with S2, S1, S5, and a self-contained DHH student. Another self-contained DHH student was sitting alone a bit farther down the same table. They were finishing lunch. I asked where S6 was and S8 said she was eating lunch with her friends by the cafeteria.</p> <p>When we walk upstairs to the classroom, I enter and introduce myself to the teacher. The teacher welcomed me to class. S1 came over to warn me that yesterday was a sub and one boy misbehaved so the teacher might be angry.</p> <p>The board says no talking but the students enter with lots of talking and the teacher actually stands at the door and makes an announcement without signing.</p> <p>The teacher asks students how they are doing and what activity they like. She then turns her voice on and asks the class what went wrong with the sub yesterday. She voices and uses minimal sign. Then she asks students one at a time to speak and she says will interpret for S1.</p> <p>One student explains that she was trying to help S1 and the sub was calling her name but she told her she was here and she is deaf.</p> <p>There is elevator-type music playing and the teacher speaks softly.</p> <p>The teacher shares her pictures of her graduation explaining where she was when she was absent.</p>	<p><u>Thoughts</u> The DHH students are still not interacting with any hearing kids at buddy lunch. S1 seems excited that I will come to her ASL class. S1 is very insightful- she recognizes that the teacher will address the students' behavior with the sub and will be mad before this happens- and indeed it does! The teacher emphasizes "voice off" to the students, but only uses this the first few minutes of class.</p> <p><u>Questions</u> I wonder who S6's friends are at lunch and I assume they are all hearing. Why does the teacher play music but yet tells the students to respect the deaf experience? Why don't the students take the opportunity to use ASL with Hannah?</p> <p><u>Insights</u> In this ASL class, like the other one, the teacher does not have an interpreter, yet she does not fully sign everything that she speaks. S1 sits in the middle of the room surrounded by students learning ASL but only one student interacts with her.</p>

S1 smiles during the picture slideshow.

The teacher uses voice and sign for the rest of class.

She interprets questions asked by other students.

They continue watching the movie, "No Ordinary Hero." This is a movie I know S1 has seen before but she attends to it.

The teacher explains the discussion questions after the movie. S1 gets up to throw trash away and she tells me she has seen that movie many times and she has completed her discussion questions but she has another assignment to work on. She asks the teacher if she can go see Teacher 12 and she gets up to leave for a few minutes to go across the hall.

S1 returns and again raises her hand. The teacher comes over to her and helps her with something on her computer. She explains that the assignment online is for new signs and S1 already knows them so she will be excused.

The teacher turns music back on while students chat and work.

Only the girl next to S1 appears to have any communication with her.

The teacher makes a few comments without signing when speaking with other students.

Date: 10/23/19

Time: 11:44 AM

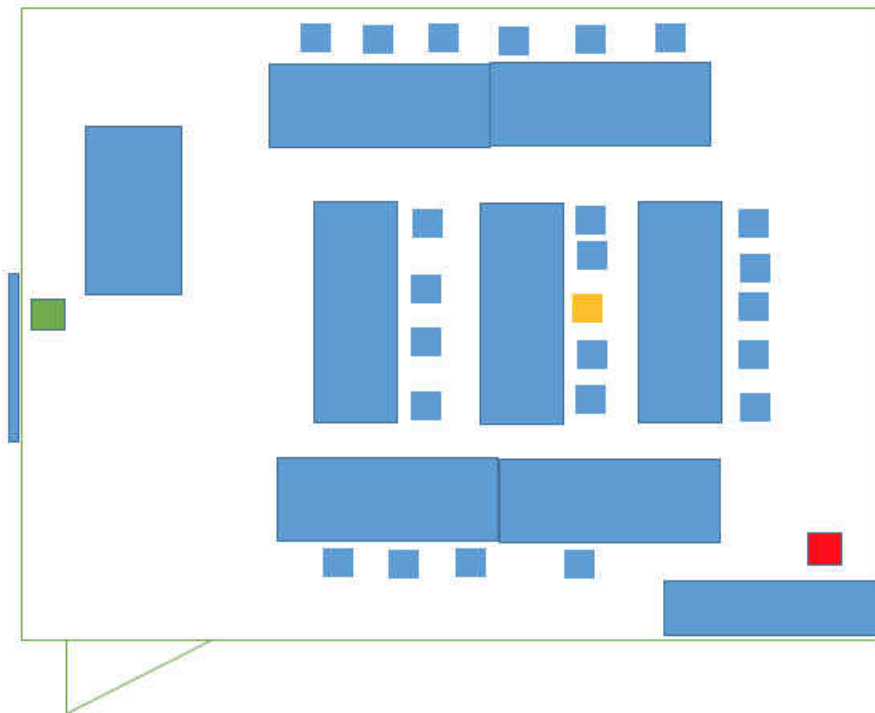
Location: ASL- Teacher 16

Participants: S1

Key:

- DHH Student
- Hearing Student
- Teacher
- Interpreter
- Researcher

Physical Layout:



Observation 17

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> Lunch A Today I arrived to observe Lunch A and then reported to 5th period Biology.</p> <p>This is the second observation of this teacher but a different group of DHH students.</p> <p>As I walk into the 300 building, I see S14. I tell her I always get lost and she directs me to DHH Teacher's room. A hearing student is sitting in the room alone on her phone. S9 and S8 come in. S8 hugs S9 and says he has been looking for her all day. S6 comes in and hangs out. S6 asks me if the 1 min. bell rang yet. When it does, I alert her and she and S8 leave. S4 comes in and sits with S8 and S14. S8 shows me pictures of her niece and says she is getting big. DHH Teacher also comes in and asks me how my doctoral program is going.</p> <p>S4 tells me that he worked on comparing ASL and English in DHH Skills class yesterday and he says ASL is better. S14 leaves. S9 sits and eats. She chats with S4. S7 comes in with her food. She sits at my table but does not talk to anyone else. She answers my questions minimally- yes/no but smiles.</p> <p>DHH teacher and the hearing student, who might be her daughter, argue and DHH teacher gets on the phone. S14 returns and turns on her loud music with her headphones on. She is writing on some papers. S9 and S4 continue to chat.</p> <p>5th Period Biology</p> <p>The bell rings and S9 directs me to Biology. S10 is in the front of the line to enter class. The teacher is Teacher 17, someone I am familiar with. I introduce myself to the interpreter. I sit</p>	<p><u>Thoughts</u> S14's music is loud. I know the Biology teacher. The teacher has very little classroom management. The classroom is also visually chaotic. The interpreter has good expression. The DHH lab group is very quiet compared to the other groups. S10 does not appear to understand and just copies what she is told to write.</p> <p><u>Questions</u> Is she a first year teacher? The teacher goes to group 2 and then each group but skips the DHH group. Perhaps she sees the interpreter as another adult doing this?</p> <p><u>Insights</u> The teacher does not acknowledge the DHH students or the interpreter, yet some of the hearing students do. The teacher seems unaware that the DHH students are there nor does she accommodate with her presentation of information- she speaks fast and facing the board, allows others to speak over each other, and does not even make eye contact with the DHH students; there is also no wait time. S10 has several comprehension issues with ASL- wolf/sleep, 125/25. It's funny because she laughed at other students' ASL errors in ASL class.</p>

in the back and S9 and S10 sit up front. The class is very talkative and the interpreter attempts to sign what each student yells out.

S10 chats with the interpreter. A student asks if the interpreter is signing everything they are saying and she says yes. The students all comment on how long it must take to learn sign. A student asks S10 if she spelled her name correctly. Several students start fingerspelling their names.

The students continue to chat loudly and the interpreter signs their conversations with role shifting. S9 and S10 work on their bellwork vocabulary. The teacher projects a game and tells the students to sign in.

S9 has her CI and S10 uses no tech. The teacher uses the smartboard to project information but does not interact with the DHH students or interpreter. She does not appear to recognize the chaos or how this impacts the DHH students' learning via the interpreter.

S0 and S10 login to their devices. The interpreter helps S9 get set up with the access code. She then goes to S9 to interpret the first question. She signs each question for S9. S10 looks around confused. She does not look at the interpreter who has moved to stand next to S9. The teacher does not check on any students while they work but there is a lot of yelling while they are supposed to be working on the game questions.

The time is up but the interpreter moves over to S10 to interpret. The teacher says they will move to lab groups. The teacher speaks very quickly.

The teacher reviews information and asks for volunteers- students shout out answers and there is no wait time so DHH students don't have time to contribute. The teacher looks at the board as she speaks and students yell out answers.

S10 and S9 are in the same lab group with 2 other hearing students. No one talks at first and the hearing girl looks at the interpreter. The one hearing girl flips the cards and explains her thinking. The interpreter signs what she says and directs the DHH students what to write.

The teacher goes to group 2 and then each group but skips the DHH group.

The interpreter asks S10 if something is living or nonliving. She says nonliving. She changes her answer based on the interpreter's expression. The teacher comes over to check if the table is doing good.

S10 signs water and looks confused. The interpreter spells water for S10. The interpreter uses her water bottle to demonstrate and ask if the water is living or nonliving. S9 contributes and the interpreter voices for her. The interpreter asks S10 what 100-10 is and she says 100. S9 does not help S10 like she did in ASL class.

The interpreter signs wolf and shows S9 the card. S10 fingerspells "sleep." The interpreter says no, "wolf." She demonstrates the difference between the signs. S10 says a wolf is living and the interpreter congratulates her, right!

The interpreter says 125, S10 again gets confused so the interpreter signs 1, 2, 5. S10 notices the difference in signing the numbers.

The interpreter goes over to help S10 1-1; does the teacher realize how much help she is getting?

S9 is complete with her work. The two hearing students don't talk. The teacher come so to the table and looks at their work; she asks a question but looks only at the 2 hearing students.

The interpreter does comprehension checks and review with S10. She asks her what an experiment is and S10 says "bug." The interpreter

expands on that and demonstrates an active experiment.

The interpreter asks S10 why we subtract. She recalls the sign and signs “wolf” and the interpreter expands and says, “right, the wolf ate some.”

The teacher comes over to their table and says they need to complete this at home. At the bell, the interpreter asks me if I have any questions. I commend her for taking such a teaching-role and she says, “Thank you.”

Date: 10/24/19

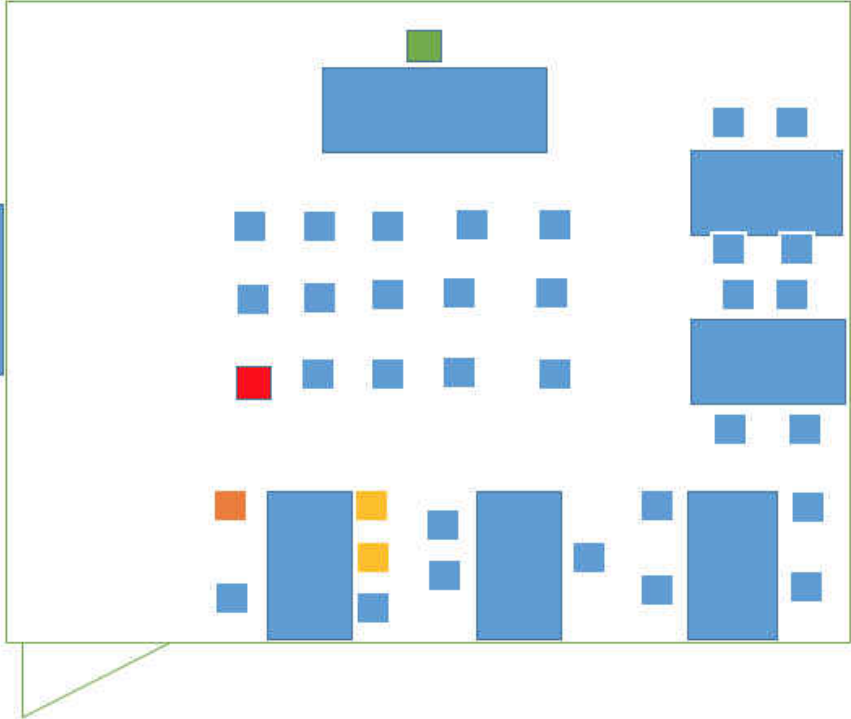
Time: 11:58 AM

Location: Biology- Teacher 17

Participants: S8, S9

- Key:**
- DHH Student
 - Hearing Student
 - Teacher
 - Interpreter
 - Researcher

Physical Layout:



Observation 18

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> HOPE</p> <p>Today I observed HOPE with Teacher 4 in 4th period. I arrived and S7 was standing on the wall outside the classroom. She let me know that today was a dress out day. I spoke with the interpreter. S3 and S4 came out of the dressing room. S3 chatted with me and I asked about his family. S3 high-fived a few boys as they exited the locker room and lined up on the wall. S3 went over to a group of girls and chatted using voice. S4 stood on the wall on his phone. S7 stood on the wall at the other end and did not communicate with anyone. The teacher came out and took attendance along the wall. S3 stood behind her as she walked down the line and she turned and smiled at him and says his name. He smiled back.</p> <p>The students walked over to the gym. S3 and S4 played basketball with different groups of boys at different hoops. S7 sat on the wall because she didn't dress out. S3 passed S7 his phone to hold. Another coach comes in with his class. There are groups of students playing volleyball and basketball around the gym.</p> <p>I spoke with Interpreter who also interpreted for S3 for football. He told me about football how S3 would use his voice to chat with the other teammates and when it took 2-3 times to repeat, S3 would ask him to help out. He said S3 is the most a part of both worlds. I noted that while S3 has a lot of brief conversations and high-fives many kids all throughout the hallways, he is in the DHH classroom every day at lunch. Perhaps this is because it would take more concentration and difficulty to keep up/maintain a conversation at lunch with the hearing students.</p>	<p><u>Thoughts</u> S7 is so shy and quiet, but she doesn't seem bothered by being alone all of the time.</p> <p><u>Questions</u> Why does the group leave S4?</p> <p><u>Insights</u> S3 is very social- often choosing hearing over deaf, yet at lunch- the prime social opportunity- he chooses to be in the DHH classroom. Perhaps in-depth conversations are too demanding.</p>

S3 plays and I see S4 looking over at TV's group while he plays. Both boys plan to tryout for basketball next week. S3 misses a shot and S4 points at him and smiles.

A student in S3's group says "B..." and S3 looks at the interpreter and mouths what did he say? The interpreter is looking at his phone so S3 looks away. A coach tells the student to watch his mouth.

S4's group leaves and he is alone at his hoop.

Date: 10/28/19

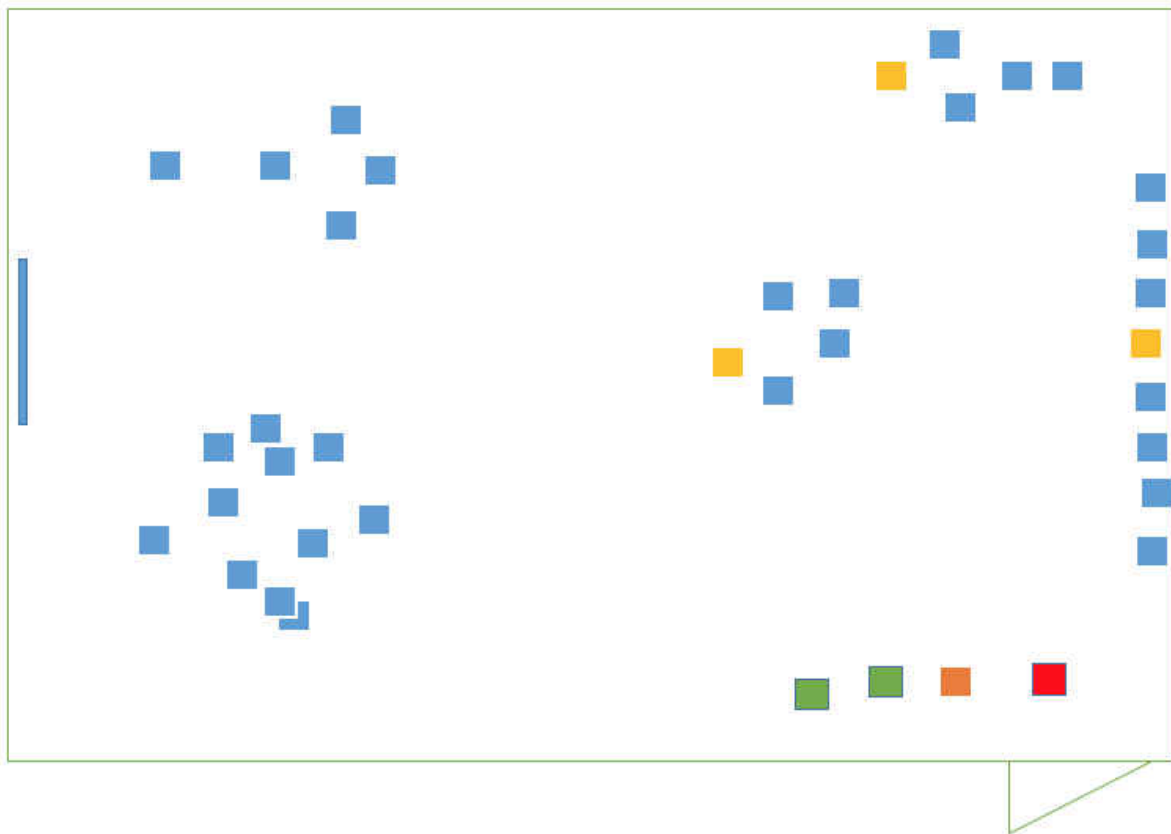
Time: 10:12 AM

Location: HOPE- Teacher 4

Participants: S3, S4, S7

- Key:**
- DHH Student
 - Hearing Student
 - Teacher
 - Interpreter
 - Researcher

Physical Layout:



Observation 19

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> Game Simulation</p> <p>Today I observed 1st period Game Simulation with Teacher 19.</p> <p>I arrived early and explored the campus. It was dark but filled with kids both outside on benches and indoors in the hallways, mostly talking and on their phones. I didn't see any DHH students until I went over to the 300 building and went to the DHH classroom. SF teacher was there with one interpreter and S5, S4, and S6. They were talking and on phones.</p> <p>I went to S11's class but he wasn't lined up in the hall yet with the other students. He then came in rushed with a bowl of cereal and milk. He said his bus arrived early but he had gone to the library.</p> <p>Interpreter arrived to interpret and he said the teacher is typically late and the students don't do much in this class. They are supposed to get a certificate upon completion but apparently last year the students did not.</p> <p>The teacher opened the door well after the bell and just nodded when introduced myself and asked to observe for my research.</p> <p>S11 sat in the back and Jordan sat at the table next to him. S11 was editing a picture of Trump. Interpreter explained when the teacher gives the students videos of how to do things step-by-step, that S11 is really good at watching and pausing the video to complete each step.</p> <p>S11 has his 2 computer screens open and he is working. The teacher does not say anything to the class.</p>	<p><u>Thoughts</u> The teacher's voice is so quiet and monotone- not engaging. S11 responds affirmatively to the interpreter- he is so polite.</p> <p><u>Questions</u> What are the goals for this class?</p> <p><u>Insights</u> S11 does not interact with anyone other than interpreter.</p>

Eventually the teacher takes attendance.

S11 plays a video game. Other students chat. S11 does not talk to anyone and the one student next to him has his hood up.

At 7:50, the teacher tells the students to look up at the board. He explains that they will learn a new tool to edit a photo.

S11 is in the way back- hard to see the board? Interpreter interprets. S11 takes off his glasses to clean them and looks back at the board. He responds to interpreter with yes and Oh, I see.

The teacher demonstrates editing the image at the board.

An announcement reminds teachers to tune into school TV news. The teacher stops his discussion but does not turn on the announcements.

There is an announcement to hold the bells due to a medical emergency on campus.

S11 watches a video on the computer. He laughs quietly- his shoulders shake.

Date: 10/29/19

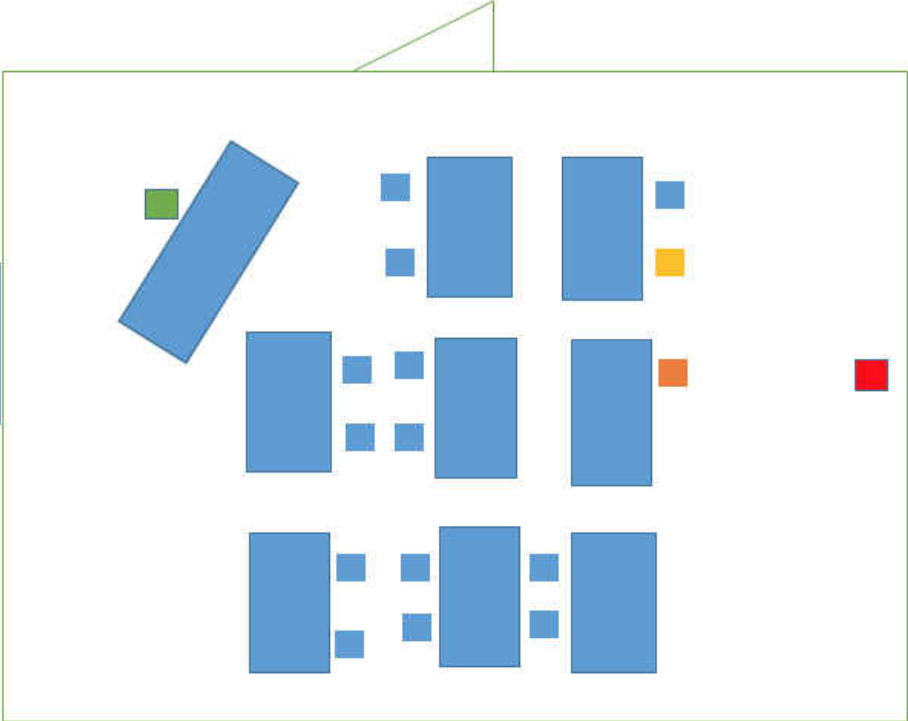
Time: 7:20 AM

Location: Game Simulation- Teacher 19

Participants: S11

- Key:
- DHH Student
 - Hearing Student
 - Teacher
 - Interpreter
 - Researcher

Physical Layout:



Observation 20

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> English I</p> <p>I arrived to observe 6th period English 1 with Teacher 10. I have observed this teacher/subject before with a different group of DHH students. I arrived and a hearing student greeted me at the Buddy Lunch. None of the mainstream DHH were there. The bell rang and I walked towards the 200 building. S2 and S8 greeted me. I asked why they didn't go to buddy lunch and they were at math tutoring. I told them they were decorating cookies and S8 looked disappointed. They are excited about Halloween tomorrow; they can wear costumes but no masks. S3 asked where I was going and I told him his class, English. I walked to the classroom and S3, S7, and S4 stood in line, not all together. S3 chatted via gesture with one hearing student. S16 arrived and I asked him if he was in this class, too. He said yes. S4 told me they may be taking a test today but it might be postponed.</p> <p>I asked the teacher if it was okay to come in today and she said anytime. She greeted the students one-at-a-time at the door asking them if they finished the unit test and directing them where to sit based on their answer. She is very gestural and expressive even with the hearing students. When she gets to S4 to ask him if he finished the unit test, he looks to me to understand what she asked. She then points where he should sit. She asks another student to raise his hand to help direct him. She asks if the interpreter is coming today and then she sees him walking up to the classroom; it is interpreter again.</p> <p>The teacher asks interpreter if SF teacher is coming today and he says he doesn't think so. Why is this class SF but not the other period?</p>	<p><u>Thoughts</u> Some students are already in costume at the Buddies Halloween lunch. S16 is still in English 1- retaking. Teacher 10 is very expressive naturally. S4 seems a bit neglected- less "vocal?"</p> <p><u>Questions</u> Should the teacher attempt to communicate without an interpreter? The teacher says the test is timed- does she know DHH have extended time?</p> <p><u>Insights</u> All of the teacher's positive comments are not interpreted but they seem to all like her and know she's "nice." Tools: S16 has CI, S7 wears aids. S3 and S4 use no amplification. (S4 has CI but does not use.)</p>

The teacher goes over directions on Canvas at the board. The students are very spread out due to testing arrangements. Interpreter makes eye contact with them all.

S3 asks for clarification from interpreter not the teacher. The teacher goes over to S3 to help. He signs “think” to her and she laughs and he smiles.

Interpreter comes over to interpret a question for S3. The other 3 DHH students work independently. S7 appears stuck on the login screen. S7 finally gets into the testing browser. S3 calls interpreter over to interpret again.

S4 raises his hand and looks toward Jordan who is interpreting for S3 still. I knock over the fan and make a disruption- embarrassing!- the teacher says it’s fine it happens all the time.

S16 raises his hand now too. Interpreter heads over to S16 first. S3 looks over at me and says this teacher talks fast! He agrees she’s nice, though.

S3 tells me he might move to a different school because he’s moving houses. I nod to be understanding but to try to not continue the conversation and distract him from his test.

He sits and chews his nails instead of reading the test. The teacher continues walking around helping students. She makes an announcement but interpreter is interpreting for S16 still.

Interpreter looks around at the DHH students while he waits by S16. He tells S16 he’s going to interpret for S3 and then he’ll be back. S4 never got help?

The teacher makes another class announcement but Interpreter has his back to the others and is interpreting for TV. Interpreter goes back and forth across the room. He goes over to S4.

S3 sees me look under the table at the fan again and he says you knocked it over and it made noise. I said I was embarrassed and don't want to do it again. I said some kids laughed and he was surprised and smiled.

SF Teacher comes in and says "sorry!" and heads over to sit next to S16. Interpreter is still interpreting for S4 then he moves to S3 again. S7 talks to no one.

The teacher again announces that she is willing to help anyone who needs it- she is so kind. Interpreter is still interpreting for S3 so the DHH don't get the announcement but they appear to know this about her instinctively and through her expressiveness.

SF Teacher comes over to S3 and notices me and says "HEY!" in a loud whisper. Interpreter goes over to S16 now. SF Teacher goes to S7 and she only responds with nods. SF Teacher goes back over to S16 where interpreter is interpreting. S3 raises his hand. SF Teacher goes to a hearing student whose hand is up. She helps all students.

Interpreter interprets and SF Teacher sits next to S16 and watches. S3's hand is still up. The teacher goes to TV and says awesome- he showed her he's done.

S3 stands because he notices the bell will ring soon but the teacher makes an announcement about a fun social opportunity and S3 raises his hand to show interest. S3 tells me it was good to see me and I tell him I will be back tomorrow for Halloween. He says he wants to wear a mask but can't.

The students exit, except for S4 who is still having a question interpreted by interpreter. As I leave, I see S1 in the hall and she waves at me and says she will dress up tomorrow. S3 is ahead walking with a hearing girl but not saying anything.

Date: 10/30/19

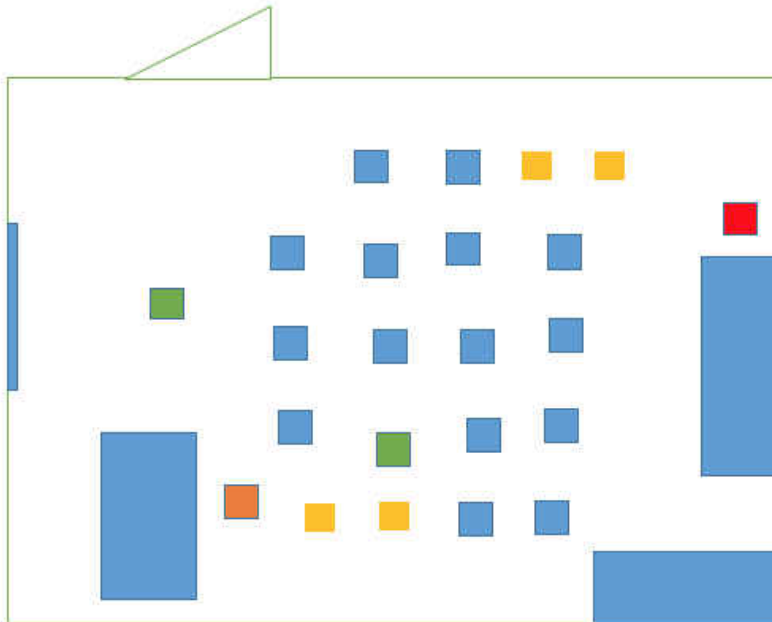
Time: 11:44 AM

Location: English 1- Teacher 10, SF Teacher

Participants: S3, S4, S7, S16

- Key:**
- DHH Student
 - Hearing Student
 - Teacher
 - Interpreter
 - Researcher

Physical Layout:



Observation 21

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening</u> A Lunch I arrived during the transition and SF Teacher was in the classroom alone. S6 shows up dressed with cat ears. S8 showed up and hugged me; he had on a tutu and tights. S3 and S4 arrived and so did S9. A hearing boy was sitting at the table and he said hello to me by name. I said hello and that I recognized him but that I had forgotten his name. This student had taken my ASL class as a 6th grader. He is now a senior! He was so polite and I asked if he had taken ASL here- he said no, he took Spanish. Another teacher comes in to chat with SF Teacher.</p> <p>The students eat and play on their computers. S9 cooks food in the microwave. S9 writes on the board on a list of things students are bringing for a Thanksgiving party on 11/22. S7 arrives with her cafeteria lunch.</p> <p>S4 tells me he is going to HHN tonight with his sister. S3 does not celebrate Halloween. S3 tells me he will move to Osceola County soon.</p> <p>S9 says she will move and her family from Miami will be moving to Orlando- they speak Spanish and she only knows a little.</p> <p>The students leave at the bell.</p> <p>There is banging on the wall next door from the self-contained ASD classroom during the break between Lunches.</p> <p>B Lunch I walk outside to the tables where the B lunch usually sit. I see S12 sitting with a hearing student but he is not talking to him, just eating and on his phone. S2 arrives and waves to</p>	<p><u>Thoughts</u> S8 is so creative and expressive. S2 is very into boys.</p> <p><u>Questions</u> Will the B lunch and A lunch kids all participate in the Thanksgiving party?</p> <p><u>Insights</u> S6 and S8 move between both worlds.</p>

me. She is dressed up in pajama onesies. S1 arrives in a wonder woman tutu.

S5 arrives. The students chat. S5 mentions that S3 is moving. They talk about Halloween plans.

I decide to leave and walk around to see if I can spot S8 and S6. I see lots of students in costume.

I walk back to the table. A hearing boy comes over and fist-bumps all 3 kids and me. The students ask if I remember him- he went to middle school and is in 10th grade. I didn't remember him. S2 talks about a friend with a boyfriend.

Eventually S8 comes over. He stands and chats with the kids. He says he and S6 were with their hearing friends inside the cafeteria. S6 is still there.

S5 leaves before the bell. The bell rings and S8 takes a picture of S1 and S2.

As I leave, I see S12 walking to class with a hearing boy and a hearing girl who he is talking to.

- Key:**
- DHH Student
 - Hearing Student
 - Teacher
 - Interpreter
 - Researcher

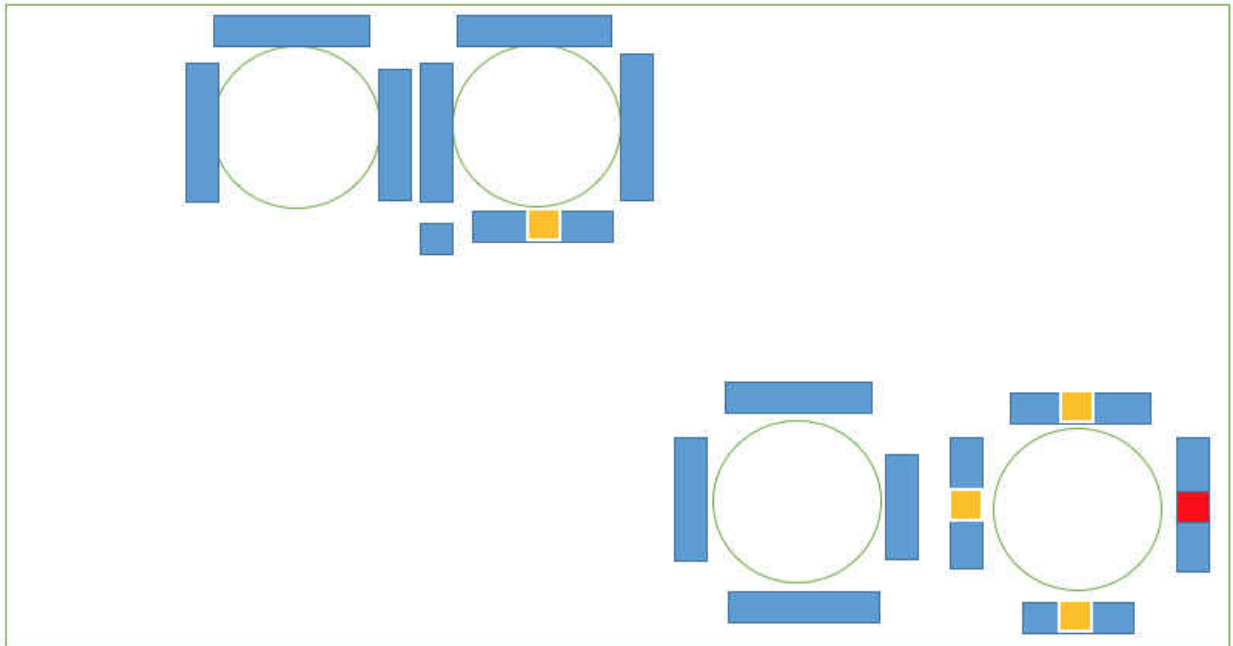
Date: 10/31/19

Time: 11:02 AM

Location: Lunch A & B

Participants: A: S3, S4, S9, S7
 B: S5, S1, S2, S8, S12

Physical Layout: (outdoors)



Observation 22

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> LA Math</p> <p>Today I arrived to observe Liberal Arts Math with Teacher 22. Buddies lunch was going on as I entered and I spoke with ASL Teacher. I saw several hearing student chatting with self-contained DHH students. I didn't see any mainstream DHH students.</p> <p>As I was walking to the classroom, a student greeted me by name and I recognized her and greeted her by name also. I had her as a middle school student in my ASL class. She thanked me for introducing her to ASL and said she is in her 3rd year. She is a senior.</p> <p>The teacher was at the door and S6 and S5 were already inside. The teacher let me know they would be working on their computers today. Interpreter arrived right behind me and he said it would be best for me to sit up front. S6 was interacting with hearing students and S5 was sitting on the other side of the room engaged on his computer. The interpreter informed me that this class should have support but that the SF teacher shows randomly. He said the teacher is always busy going back and forth to students and he helps the DHH students.</p> <p>S6 asks me to move so she can talk to me but I explain that I'm not here to chat.</p> <p>S6 asks the interpreter if there is a test tomorrow and he asks the teacher, who responds yes.</p> <p>Students work at their computers and the teacher walks around and observes. It is quite noisy yet the interpreter says this is the best behavior he's seen all year.</p>	<p><u>Thoughts</u> The room is pretty plain. S5 doesn't even look up at anyone. S6 is so expressive.</p> <p><u>Questions</u> Should the teacher attempt to communicate without an interpreter? The teacher says the test is timed- does she know DHH have extended time?</p> <p><u>Insights</u> Tools: S5 has aids and S6 has glasses. Posture- S5 leans forward to his computer. S6 sits sideways in her seat facing me.</p>

I am surprised S6 and S5 are in the same class. The teacher says S8 was here but got a schedule change.

The teacher makes no announcements to the whole class.

S6 looks up when the door slams and the teacher yelled at a student. The interpreter told S6 he was talking and she said who? He spelled the students name and S6 wanted to know who that was so the interpreter described him by his hairstyle.

2 girls behind her are talking and S6 watches them; one of the girls passes her a paper and signs thank you while mouthing the word dramatically.

S6 looks up at me and says really boring.

The girl behind her gets up to charge her phone in the back of the room and S6 watches her. As she comes back to her seat, S6 tries to tell her something but the girl just smiles.

The interpreter explains to me that the teacher tends to lecture briefly and the SF teacher hasn't shown in 2 weeks. He says the class is very independent. S6 does well because she works with the student behind her who can sign. S6 points out 3 girls in the class who are her friends and one of them can sign really well after just learning this year. The girl sees us talking about her and says thank you. S6 says the one girl asks her to slow down a lot and she does so grudgingly with a smile.

Date: 11/6/19

Time: 9:16 AM

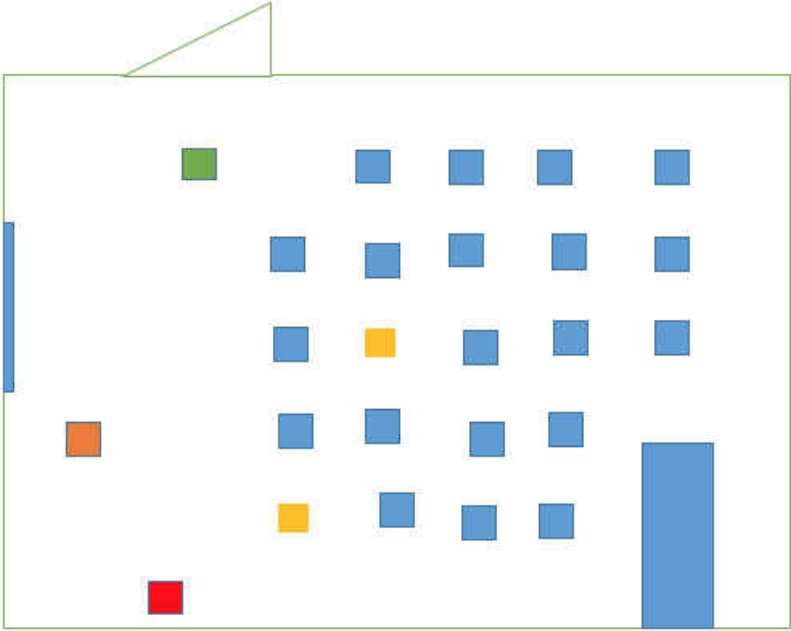
Location: Liberal Arts Math- Teacher 22

Participants: S5, S6

Key:

- DHH Student**
- Hearing Student**
- Teacher**
- Interpreter**
- Researcher**

Physical Layout:



Observation 23

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p data-bbox="203 382 456 449"><u>What is happening:</u> DHH Skills</p> <p data-bbox="203 491 841 848">Today I arrived to conduct my first student interview. I wasn't sure who I would interview off of my list that day. I checked in and headed to Teacher 12's room. The room was dark. When the bell rang, S1 exited her ASL class and saw me, we waved and then she came up and said her cross country was finished; she had state championships this past weekend and then showed me her shirt. I told her congrats and that I was proud of her.</p> <p data-bbox="203 890 834 1213">S9 and S10 arrived; they said they came from history. S2 arrived and said hi. Interpreter then came with the key and said Teacher 12 had taken a half-day and she was subbing. I asked her if anyone had work they had to stay and do and she said she was not left a note. When the bell rang, S4, S14, S5, S6, and S7 arrived. S3 and S8 were absent. S6 later told me that S8 was getting his braces today.</p> <p data-bbox="203 1255 837 1474">Interpreter interpreted the morning announcements. S14 asked for an interpreter to go to the office with her and then Jordan arrived and took her. I took S6 and we headed to SF Teacher's room. The room was locked so we went to the library.</p> <p data-bbox="203 1516 837 1621">S6 was very willing to share with me. I explained that the interview was confidential and thanked her for participating.</p> <p data-bbox="203 1663 841 1864">After the interview, I chatted with S6 on the way back to the classroom and realized I had forgotten to ask her about her experiences at residential school. I took the opportunity to do so and she said she likes this HS better. She also says she has a lot of friends that are girls but no boys. She</p>	<p data-bbox="873 382 993 413"><u>Thoughts</u></p> <p data-bbox="873 422 1398 667">I enjoyed this interview and really got so much from S6 that I never would have imagined. I did incorporate some of my background knowledge of her family life and experiences that I knew about and I think that helps but it also has led me to be surprised by her confidence.</p> <p data-bbox="873 709 1000 741"><u>Questions</u></p> <p data-bbox="873 749 1349 814">Do the students feel like brothers and sisters at times?</p> <p data-bbox="873 856 976 888"><u>Insights</u></p> <p data-bbox="873 896 1419 1360">The main points I take away from her interview are that she identifies as Deaf but she loves associating with hearing people. She seems to almost enjoy this challenge. She says her deaf friends have too much drama and she often feels forced to be with them. S6 says she identifies as Deaf and I can see that she is not shy about her hearing loss or ashamed, but she does state difficulties in school sometimes- mostly those that are common to all teenagers, like being bored in school.</p>

says she wants a boyfriend but he has to have a good personality; she doesn't care if he's hearing or deaf. She doesn't like to argue with people.

Back in the classroom, S2 calls me over as they are all huddled around her computer- she tells me they are looking at pictures from elementary school- proving that they did all pretty much grow up together. Her mom had found the pictures and she was showing a slideshow.

Date: 11/11/19

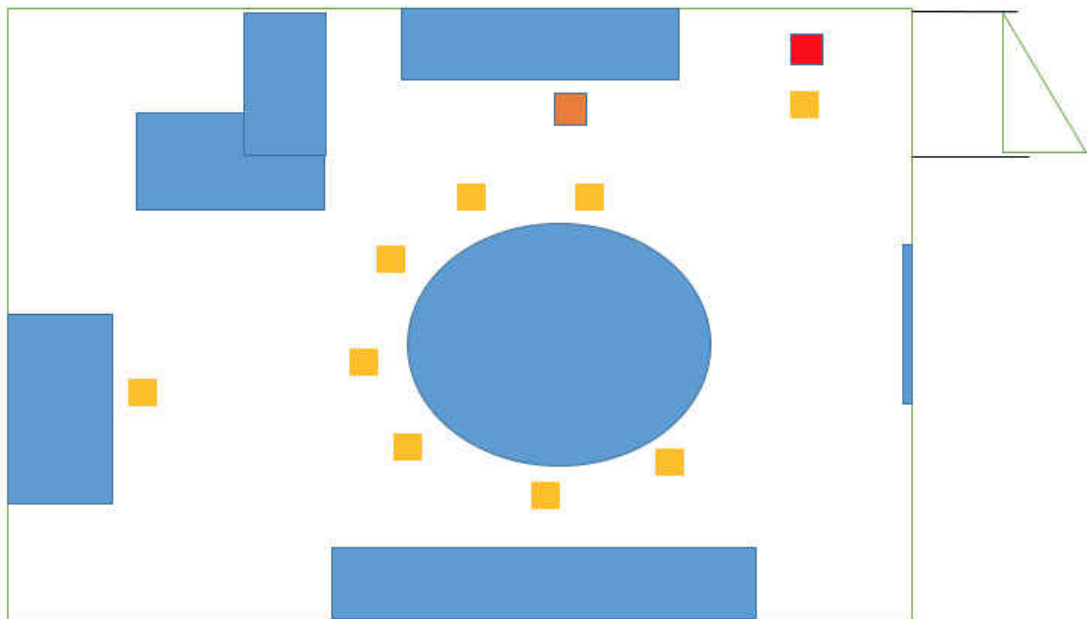
Time: 1:30 PM

Location: DHH Skills- Teacher 12 (subbed by interpreter)

Participants: S8, S5, S7, S2, S10, S14, S4, S6

- Key:**
- DHH Student
 - Hearing Student
 - Teacher
 - Interpreter
 - Researcher

Physical Layout:



Observation 24

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> DHH Skills</p> <p>Today I arrived to interview another student. I headed to 7th period DHH Skills as the bell rang for students to transition. I waited outside the classroom with S10, S4, and S7. The speech teacher opened the door and I asked Teacher 12 if I could pull someone for an interview; she said this week would be good but that the speech teacher would pull the boys on Thursday. I decided to interview S8.</p> <p>When S8 entered, he greeted me and I asked him if he wanted to interview with me today and he said yes. Teacher 12 interpreted the afternoon announcements. Interpreter entered. S8 went to the board to write homework for each class. He verified assignments with Interpreter, S3, and S7. The speech teacher, interpreter, and Teacher 12 discussed S8's outfit- very short shorts. S8 pulled them down when asked.</p> <p>Another interpreter entered and then S8 and I left to go to the library. As we walked downstairs, I asked S8 about his orthodontist appointment yesterday. He said they just took impressions but he will be going back soon. S8 said things are going well but that there was drama last week in Color Guard class as another student (hearing) was talking badly about him; the interpreter told him this so he told the teacher and now everything is solved.</p> <p>After the interview, we headed back to the classroom and S8 pointed out the cameras in the halls that he had mentioned during his interview. Back in the class, another interpreter had also arrived and was sitting at Teacher 12's desk; one interpreter was at another computer. Teacher 12 and a third interpreter were reviewing the</p>	<p><u>Thoughts</u> Teacher 12 is so laid back and fun with the kids. In the library, S8 answered my questions very happily; I think he enjoyed the individual attention. I was surprised at the comment by interpreter that the teacher had been upset that the students didn't know what "warbling" was or that birds warbled. He said SF Teacher had sarcastically said sorry they're deaf. Teacher 12 thought that was absurd also. I had thought Teacher 10 was well-liked and a good teacher, but all teachers without true DHH experience often neglect these considerations. Students were chatty but working. I liked the relaxed atmosphere and also that the adults seemed to be having fun, too.</p> <p><u>Questions</u> Did Teacher 12 suggest S8 because of behavior issues? How do they decide who will interpret? Based on class interpreter for what they are reviewing?</p> <p><u>Insights</u> In summary, S8 identifies as Deaf, his family culture is both Hispanic and Black, he prefers to hang out with hearing students over DHH students if given the choice because he likes to teach them ASL, and he prefers mainstream to residential schooling. Something I thought was funny is that his favorite school experience was a fire drill where lots of time was wasted and there was apparently little supervision. His least favorite thing</p>

Odyssey and discussing compare and contrast with an image. This was a very advanced conversation that Teacher 12 and the interpreter both broke down nicely. They are reviewing English 1- Teacher 10's class.

S3 and S6 were chatting a bit. S3 was loudly yelling his answers. S5 spoke instead of signing his answer. Teacher 12 did a specific check for clarification with S4. S14 S10, and S9 were not in that that class so they were doing other things- S14 had her headphones on again. Interpreter teased S8 with a new sign name representing mischievous. Interpreter waited to confirm all students had copied the board until he moved on. Teacher 12 rephrased terms to those that would be more familiar from the text- example: harpies and sirens.

is lunch, only because the food is bad. S8 was a pleasure to interview.

Date: 11/12/19

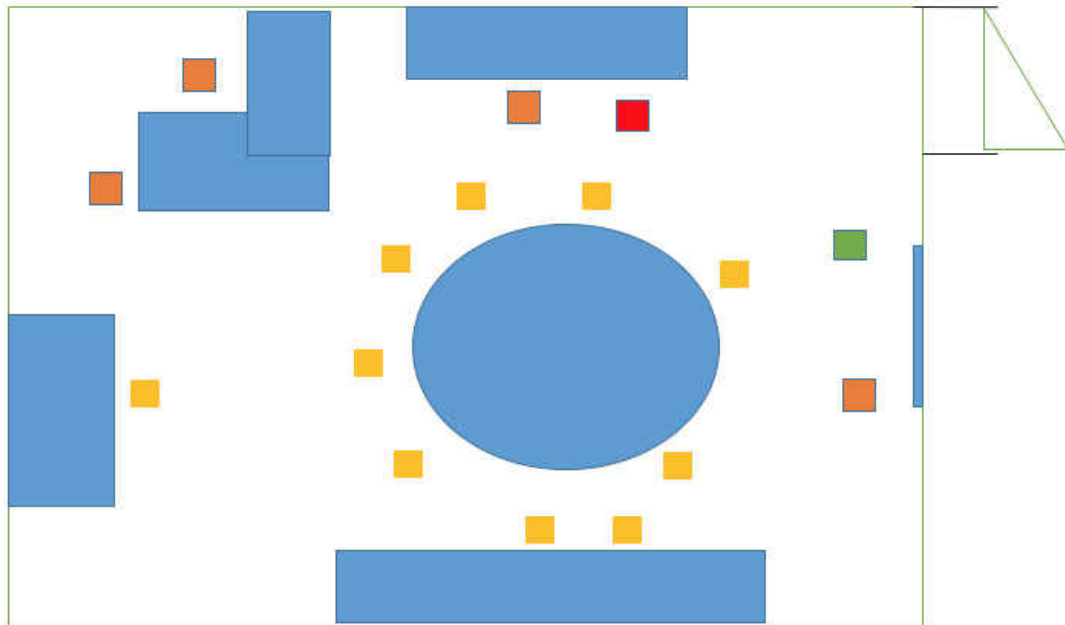
Time: 1:30 PM

Location: DHH Skills- Teacher 12

Participants: S8, S5, S7, S2, S10, S14, S4, S6, S8, S3

- Key:**
- DHH Student
 - Hearing Student
 - Teacher
 - Interpreter
 - Researcher

Physical Layout:



Observation 25

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> Lunch A Today I arrived for A Lunch in an attempt to interview S16. I spotted interpreter who usually interprets for S16 and was told S16 was on a field trip today. I headed to the DHH classroom to stay and observe lunch. Transition specialist was in the room and explained she just needed a quiet place to work. Interpreter, came in for lunch. S9 came in and had placed her lunch in the fridge in the DHH classroom this morning. I asked if I could interview her 7th today and she agreed.</p> <p>S8 came in and hugged S9 so hard- I said it was funny like they hadn't just seen each other, but they said they don't get to see each other until 7th period each day. S14 came in.</p> <p>Transition teacher was asking me questions about S16 and I explained that I am not the teacher. She asked a hearing student how old she was and the student said she was a senior; Teacher asked if she was DHH and she said no she's just a student. Teacher asked if she was an assistant for the DHH kids and she said no, she's just a student. She was smiling at this and Teacher just wondered why she was in the DHH room.</p> <p>S3 and S4 came in and I asked S3 if he would interview with me after he ate. He agreed.</p> <p>Transition teacher had red folders she asked S3 and S4 what their ages were- when they would be 16- without using an interpreter she mouthed her words a bit dramatically. S3 did not look for assistance and answered her questions correctly- excellent lip reader! He signed he would be 16 in 4 days so I voiced that for him. She then asked S4 and S3 signed the answer- next month,</p>	<p><u>Thoughts</u> S14 seems annoyed that I am there. S3 is an excellent lip-reader. SF Teacher or interpreter didn't volunteer to interpret for Transition teacher. S14 is not wearing her headphones today.</p> <p><u>Questions</u> How did S9 and S8 become so close? Why doesn't Transition teacher have a caseload of students? She was just handing out packets but not sure of names. Where is S11? Does he eat with his sister?</p> <p><u>Insights</u> Some staff have very little knowledge of DHH students and this was an ESE staff position.</p>

so I voiced that. She signed her name “rock” hesitantly and looking at me for verification. She gave them both folders and then walked away and then said, “show your parents.” I signed that to the students. S14 was rolling her eyes. S3 did seem interested when I explained that she can help you find a job.

The 4 DHH students sat at one table. SF Teacher and 2 other teachers came in and sat with me. There were several hearing students in the room eating. S7 came in with her lunch and S3 and I left for his interview.

- Key:**
- DHH Student
 - Hearing Student
 - Teacher
 - Interpreter
 - Researcher

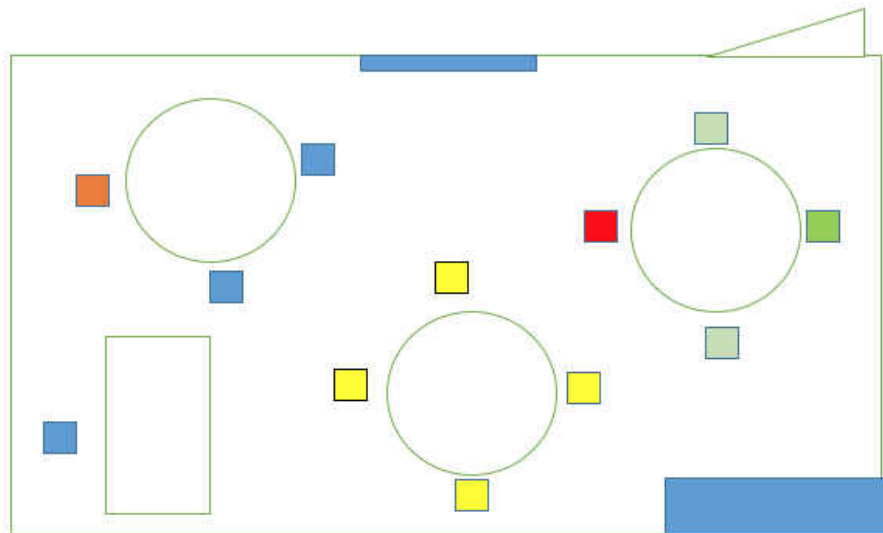
Date: 11/14/19

Time: 11:02 AM

Location: DHH classroom

Participants: A lunch: S3, S4, S14, S9, S7

Physical Layout:



Observation 26

Transcription of Field Notes

<u>Descriptive Notes</u>	<u>Reflective Notes</u>
<p><u>What is happening:</u> Lunch A</p> <p>Today I arrived to conduct interviews during lunch. I arrived just before A lunch and Subway was being set up at the entrance for Best Buddies. When the bell rang, S11 arrived with his sister. She greeted me in sign- Hi, Woods, how are you? I watched as DHH and hearing students interacted- over 50 were present. S11 sat with a self-contained DHH student instead of his sister. S11 tells me he is 18. He wants to go to college and make YouTube videos. He is a junior. Students eat and walk around and there is a Subway character dressed up; students are taking pictures with him.</p> <p>B Lunch</p> <p>I had hoped to catch S16 and S1 for interviews, but since today is a celebration day, I decide just to confirm interviews with them tomorrow during lunch. When B lunch starts, I see S16 with his girlfriend. She goes in line to get food and he tells me she is getting some for him because he never joined Best Buddies. He agrees to interview with me tomorrow at lunch.</p> <p>S6 comes and tries to text the others but her phone is dead. She says she is embarrassed because she doesn't know anyone; I stand with her in line. She tells me about her PMA test and that she improved and was able to focus more because she took it in the DHH classroom and had the interpreter sign each question.</p> <p>ASL Teacher comes over and tells me her ASL class hosts a game day during Tuesday lunch. S6 went and told me it was fun! A self-contained student comes over to chat with S6. She says she has known him since she was a baby in</p>	<p><u>Thoughts</u></p> <p>Love that S11's sister- a hearing student- greeted me in ASL More kids seem to be mingling today The B lunch group is much smaller</p> <p><u>Questions</u></p> <p>What will S11's future look like? What will S6's future look like? Why does S6 seem shy today?</p> <p><u>Insights</u></p> <p>Such a small community- tight- known each other since elementary- both kids and adults. S6 seemed more confident interacting with hearing kids when S8 is around- not alone. Today she interacts with other DHH instead.</p>

elementary school. ASL teacher confirms she has known S6 since she was age 3.

I head over to find the other students at their usual table. S8 was getting up to leave, but S5, S1 and S2 were eating. They didn't know about Buddies. S1 agreed to interview with me tomorrow at lunch.

When I return to Buddies, S6 is now chatting with a self-contained DHH student. I tell her I'll see her tomorrow.

- Key:**
- DHH Student
 - Hearing Student
 - Teacher
 - Interpreter
 - Researcher

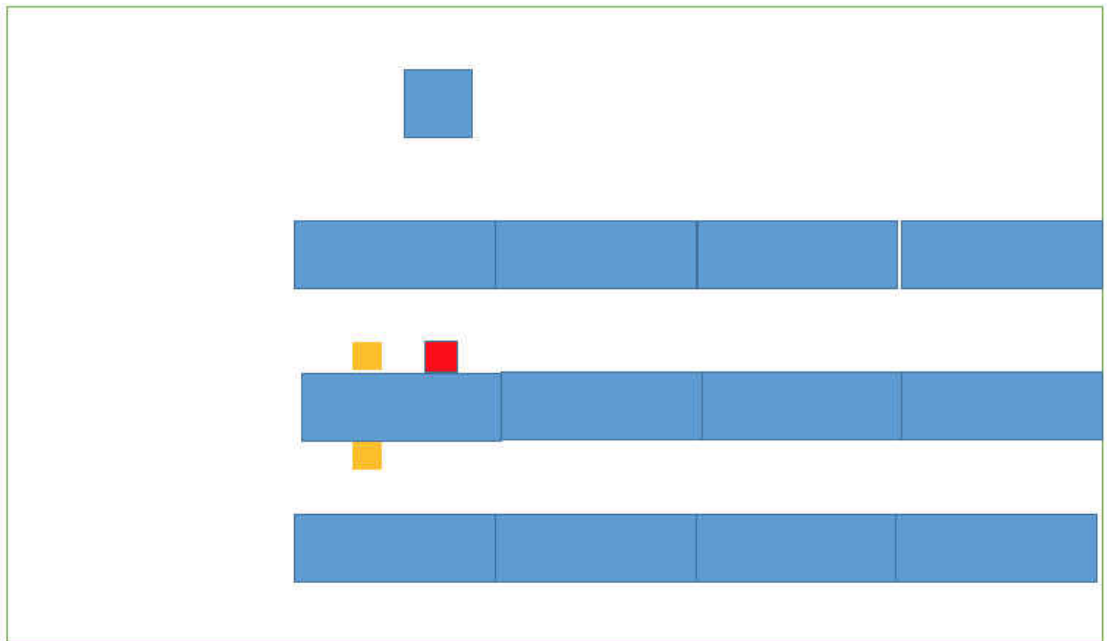
Date: 11/20/19

Time: 10:22 AM

Location: Lunch A & B

Participants: A: S11
 B: S6, S5, S1, S2, S16

Physical Layout: (outdoors)



APPENDIX H: BRACKETING

My career in teaching and my corresponding beliefs regarding the education of students who are deaf and hard of hearing are highly influenced by my participation in the Deaf culture from a young age and the educational experiences of my younger sibling who is Deaf. Professionally, I have taught students who are DHH in grades 6-12 in inclusive settings for over 20 years, as well as 13 years teaching Deaf Studies and American Sign Language at the post-secondary level. Personally, I grew up witnessing and participating in the residential education of my younger brother. These experiences have guided my beliefs, which are important to acknowledge in review of this ethnographic study.

As a member of the Deaf community, I grew up understanding the importance of ASL and Deaf culture. I started ASL classes with my family at age seven and I was quickly moved from the kids class with my sister and cousins, to the adult class with my parents, aunts, uncles, and grandparents. By age 13, I was regularly volunteering at the school for the deaf that my brother attended. My family lived close enough that my brother commuted daily to and from school, however, I was not surprised when at age 11 he requested to live in the dormitory with his Deaf peers. Despite the fact that my whole family signed, I recognized the other “family” he had at school. While his request was not granted, his comfort within his school environment could not be denied.

I recall attending my brother’s IEP meetings, which my mom always allowed me to attend because she recognized my interest, even as a teenager. At one particular meeting, there was a discussion of my brother attending the local high school, which I had attended, for half-days. While I was excited at the idea, he unequivocally refused. At the school for the deaf, he was a leader among his peers and an exceptional athlete; did he fear losing this status?

My brother went on to attend the National Technical Institute for the Deaf and it was not until he desired to pursue his Bachelor's degree that he was confronted with the issue of a "mainstream" education. For the first time, he did not have teachers who could communicate with him directly; he relied on an interpreter and was surrounded by hearing peers. As part of his engineering degree, he participated in a cooperative work experience program, where again, he was the only Deaf person at the job site. Many years later, he too recalled that IEP meeting and expressed that he wished he had taken the opportunity to expose himself to "the real world" much earlier.

The experiences of my sibling have led me to believe that a continuum of educational placements for DHH students are necessary, from residential to full inclusion; no one program works best for all students. Residential programming provides that full immersion and language model so key to both communication and identity development for DHH youth. Yet, the communication and identity issues that present in an inclusive setting reflect a certain reality.

That reality was again experienced by my brother when he learned that his wife was pregnant. Shunning hearing aids and any type of amplification from a young age, this proud Deaf man expressed an interest in the possibility of a cochlear implant; his desire to "hear" the cries of his baby was profound. While ultimately he did not pursue a CI and today he has two CODAs who sign fluently, his experience reflects a conflict.

Similar conflicts were present throughout this study. While all of the informants embraced a Deaf identity, they recognized the hearing culture that dominated their school environment and at times they made accommodations to assimilate. Based on the experiences of my sibling, their acquiescence was not interpreted as a denial of being Deaf, but a tacit awareness of the need to maneuver between cultures.

Recognizing diversity has, responsively, become a priority in education. Unfortunately, not all cultures are given the same consideration. Schools, and cluster sites in particular, should have a better understanding of Deaf culture. From my experience, most DHH programs are designed around a medical-disability perspective rather than a socio-cultural one. In fact, most DHH students receive a special education in lieu of a bilingual-bicultural one (Jokinen, 2018). This lack of cultural understanding limits true inclusion, which is a challenge that cannot be met without leadership, collaboration, and addressing personal biases.

An additional component of the bracketing process for me in this study involved my prior knowledge about the informants themselves. Having taught all but two of the students in the study, I had particularly detailed knowledge about each of the informants regarding their academic performance as well as their personalities, interests, and family lives. This information is certainly pertinent to the ease with which I was accepted amongst the informants; rapport had been established and I was familiar to them in a similar context. That being said, the adolescent years are a period of physical, intellectual, social, and emotional change, so certainly new perceptions were formed over the course of the study; these realizations are reflected in my interpretations.

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