

# Latino Deaf\* Survey

Barbara Luetke Spring 2009

PLEASE DO NOT WRITE WORDS UNLESS A BLANK IS PROVIDED FOR THIS PURPOSE

\*The term Latino Deaf = students who are 0-21 years of age, having a hearing loss (deaf OR hard of hearing); abbreviate as LDS below.

Please circle the appropriate answers and return it to the address or email provided on the last page. THANK YOU!

*The return of your completed questionnaire constitutes your informed consent to act as a participant in this research.*

**First tell me about yourself:**

DEMOGRAPHICS						
1. I am a...	Teacher of the Deaf (TOD)	SLP In the schools	Special Education Teacher	General Education Teacher	Counselor, Interpreter, Other Professional	College Student who is Latino Deaf
2. I have been working in school with Latino Deaf Students (LDS)...OR I have been in college...	0-2 years	3-5 years	6-10 years	11-20 years	21-30 years	More than 31 years
3. I am...	White/Anglo	Latino	African-Am	Other Ethnicity		
4. I am...	Less than 20 yrs	21-25 yrs	26-30 yrs	31-40 years	41-50 years	Older than 51
5. I work with Latino Deaf students (LDS)...OR I am a LDS and live in a...	In a rural area	In an urban /inner city area	In suburbs			

In this next section, please check the box under the number that most represents your feelings about what is asked:

	1	2	3	4	5	Not Applicable
IN MY EXPERIENCE...	STRONGLY DISAGREE	DISAGREE	HAVE NO OPINION	AGREE	STRONGLY AGREE	NA
6...the parents of Latino Deaf students (LDS) are interested in their child's education;						
7...the most beneficial language for instruction of Latino Deaf students (LDS) currently is assessed by school personnel;						
8...oral Spanish is a choice at school in my community for teachers and LDS;						
9...Spanish sign instruction is a choice at school in my community for LDS;						
10...LDS I know realize that that Spanish is spoken at home and English at school.						
11. ...most LDS can be bicultural trilingual, multilingual, biliterate, and/or multiliterate.						
12...special programs (not just deaf ed or bilingual						

ed) are needed to meet the needs of LDS.						
	1	2	3	4	5	Not Applicable
IN MY EXPERIENCE...	STRONGLY DISAGREE	DISAGREE	HAVE NO OPINION	AGREE	STRONGLY AGREE	NA
13. ...teachers of all deaf students need to training in multi-cultural, bilingual and ESL theory and pedagogy to meet the needs of LDS.						
14... White TODs place less emphasis on cultural education than teachers who are for an ethnic group.						
15...LDS are doing better educationally than prior to 2000.						
16...Most LDS I know do not <b>speak</b> Spanish.						
17...Most LDS I know do not <b>understand</b> Spanish.						
18....Most LDS I know <b>are alienated</b> from their family & ethnic roots						
19...Most LDS I know identify more with being “Deaf” than with being “Latino”						
20...Cochlear implants allow more LDS to acquire Spanish.						
21...Latino families are						

now encouraged to communicate with LDS in Spanish.						
	1	2	3	4	5	Not Applicable
<b>IN MY EXPERIENCE...</b>	<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>HAVE NO OPINION</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>	<b>NA</b>
22...State and IEP objectives are needed to allow students learning opportunities to recognize their cultural identities						
23...Use of home language and culture at school positively impact student retention.						
24...LDS need more role models.						
25...LDS should receive speech therapy in Spanish.						
26....LDS perform lower than same-aged peers on literacy tasks when Spanish is not being reinforced at home.						
27...Opportunities for the development of speech and listening skills in Spanish should be available at school for LDS.						
28...The provision of speech, listening, and Spanish language opportunities at school strengthened the						

connection and involvement of the LDS with family and community.						
	1	2	3	4	5	Not Applicable
<b>IN MY EXPERIENCE...</b>	<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>HAVE NO OPINION</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>	<b>NA</b>
29. ...the parents and families of LDS are unable to communicate effectively because Spanish is spoken at home and English is spoken at school.						
30....LDS perform lower than same-aged peers on literacy tasks when English is not being used in the home.						
31....LDS should be self-contained (not mainstreamed) at school until they have developed basic communication skills in one language.						
32....The progress of LDS students' is monitored appropriately.						
33....Parents of LDS want to learn to sign by need classes offered in Spanish.						
34....LDS do not understand most of what is said or communicated at home.						

35....LDS have low self-esteem.						
---------------------------------	--	--	--	--	--	--

**Thank you very much for completing this survey.**

**Please return it to Barbara Luetke, Communicative Sciences, Texas Woman's University,**

**P.O. Box 425737; Denton, Texas. 76204-5737;**

**[bluetke@twu.edu](mailto:bluetke@twu.edu)**